APRENDAMOS INGLÉS

WRIGHT - BARRETT

LIBRO 3

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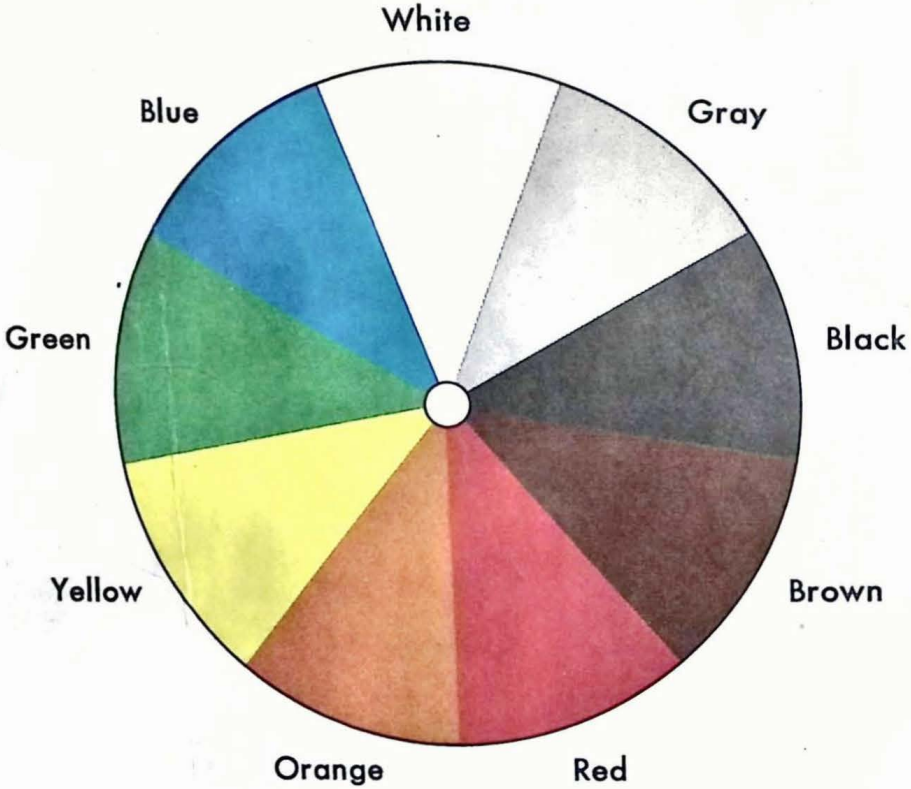

APRENDAMOS INGLÉS

Let's Learn English

CURSO INTERMEDIO

LIBRO 3

LET'S LEARN ENGLISH

APRENDAMOS INGLÉS

Curso Intermedio *LIBRO 3*

Audrey L. Wright
Ralph P. Barrett

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PREFACIO

El método audio-oral para el aprendizaje de un idioma ha tenido gran éxito en el mundo entero cuando es enseñado utilizando buen material educativo. Mediante este método, el estudiante aprende a *hablar* un idioma al mismo tiempo que aprende a *leerlo* y *escribirlo.* De esta manera, ahora los estudiantes están aprendiendo a *hablar* inglés mientras que antes solamente era enseñados a *leerlo* y a *traducir* oraciones.

Como los otros libros de la serie *Aprendamos Ingles*, el *Libro* 3 es para usar con el método audio-oral. Pone gran énfasis en el inglés hablado a fin de que el estudiante adquiera una pronunciación aceptable y estilo al hablar conjuntamente con la habilidad de entender una conversación corriente. El *Libro 3*, basado en este principio, se convierte en un instrumento invaluable en las manos tanto del profesor bien experimentado como del poco experimentado.

Aprendamos Ingles, Libro 3, es la primera parte del curso intermedio. Preparado usando conceptos generales de lingüistica, provée además, un repaso completo del primer año de gramática y de la pronunciación. Los ejercicios de vocabulario y estructura del lenguaje son cuidadosamente controlados de lección a lección. El uso de entonación en los diálogos es reforzado en la sección de pronunciación y en los numerosos ejercicios de la sección de estructura.

Una breve introducción a la pronunciación inglesa precede las quince lecciones del texto. Las lecciones 5, 10, y 15 son de repaso, cada una de las cuales contiene ejercicios basados en las cuatro lecciones precedentes. Un apéndice de las formas de los verbos irregulares, una lista de términos gramaticales y un vocabulario de todas las palabras nuevas asi como formas usuales de expresión han sido introducidas en el *Libro* 3, al final del texto.

Cada una de las lecciones, fuera de las tres de repaso, consta de las siguientes partes: (1) DIALOGUE y READING, para la práctica oral; (2) CONVERSATION, en la forma de preguntas para ser contestadas oralmente; (3) PRONUNCIATION, ejercicios de sonidos, oraciones rítmicas e intonación; (4) STRUCTURE, con ejemplos y ejercicios, (5) DICTATION o COMPOSITION; (6) VOCABULARY, con espacios para que el estudiante escriba el significado en su propia lengua. Un corto DIALOGUE PRACTICE es añadido en las lecciones 1, 2, 7, y 11.

Los autores desean expresar su dueda de gratitud hacia aquellos maestros y eruditos en el campo de la lingüistica y de la enseñanza del idioma inglés, cuyos trabajos a través de los años ha influído notablemente en la filosofía fundamental del material presentado en este libro.

A. L. W.
R. P. B.

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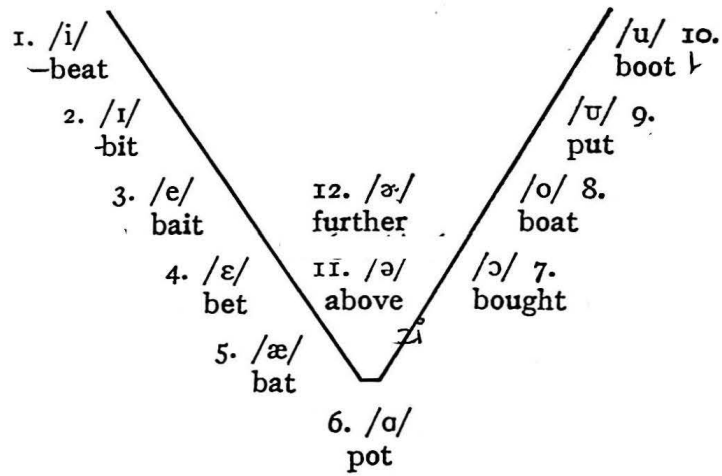
La pronunciación trata no sólo de los sonidos independientemente, sino también del ritmo y de la entonación. El ritmo se crea por la sucesión de sílabas con acento y sin acento. La entonación, o melodía del habla, se nota al subir y bajar el tono de la voz con cada palabra, cláusula o frase.

I. SONIDOS DE LA VOCALES

CON LOS LABIOS DISTENDIDOS
Parte anterior de la lengua alzado

CON LOS LABIOS REDONDEADOS
Dorso de la lengua alzado



A. El triángulo de las vocales

1. El triángulo presenta los principales sonidos vocálicos en forma practica e indica la posición relativa de la lengua para cada uno: arriba o abajo; en el frente, el centro o el fondo de la boca.
2. La escritura inglesa no es fonética: Una letra puede tener varios sonidos, y determinado sonido puede estar representado por distintas letras.
   Letra **i** : is kind girl machine
   Sonido /i/ : we key meet meat piece seize people machine

3. Por eso, limitando el número de símbolos se facilita el aprendizaje de la pronunciación de los términos ingleses. Cada símbolo representa un solo sonido. El símbolo se mostrará siempre entre dos rayas: / /.

B. Diptongos

1. En inglés abundan los diptongos; o sea, que a menudo ocurren dos sonidos vocales consecutivos en la misma sílaba.
2. Hay tres diptongos básicos: /ɑɪ/, /ɑʊ/ y /ɔɪ/, pero el sonido /e/ suele pronunciarse (eɪ) y /o/ generalmente es (oʊ).

C. **A sonidos vocales distintos, palabras distintas**

Escuche *al profesor cuando lea los grupos de tres palabras de izquierda a derecha. ¿Oye Ud. la diferencia? Sólo el sonido vocal cambia el significado de la palabra, con excepción del ejercicio #4, en el que la consonante final también puede cambiarlo.* **Repita** *ahora cada grupo después del profesor.*

1. /i/	/ɪ/	/e/
beat	bit	bait
leak	lick	lake
read	rid	raid
feel	fill	fail
seen	sin	sane

2. /e/	/ɛ/	/æ/
bait	bet	bat
mate	met	mat
pain	pen	pan
laid	led	lad
lace	less	lass

3. /æ/	/ɑ/	/ə/
cat	cot	cut
hat	hot	hut
lack	lock	luck
Dan	Don	done
Sam	psalm	some

4. /u/	/ʊ/	/ə/
Luke	look	luck
toot	took	tuck
boot	book	buck
coot	could	cut
shoot	should	shut

5. /o/	/ɔ/	/ə/
boat	bought	but
coat	caught	cut
note	nought	nut
hole	hall	hull
coal	call	cull

6. /ɔ/	/ə/	/ɚ/
talk	tuck	Turk
caff	cull	curl
gall	gull	girl
fawn	fun	fern
bought	but	Burt

II. SONIDOS DE LAS CONSONANTES

SORDAS		SONORAS					
1. pen	/p/	/b/	Ben nombre	10.	/l/	law	ley
2. too	/t/	/d/	do hacer	11.	/m/	my	mío
3. cold	/k/	/g/	gold oro	12.	/n/	no	no
4. fine	/f/	/v/	vine enredadera	13.	/ŋ/	sing	cantar
5. thigh	/θ/	/ð/	thy vuestra	14.	/r/	are, red	
6. Sue	/s/	/z/	zoo zoológico	15.	/y/	yes	sí
7. edition	/ʃ/	/ʒ/	vision división	16.	/w/	we	nos
8. cheap	/tʃ/	/ʤ/	jeep camperito	17.	/hw/	what	qué
9. he	/h/						

NOTA: **Sonora** = con vibración de las cuerdas vocales
Sorda = aspirada, pero sin vibración de las cuerdas vocales

A. En inglés hay veinticinco sonidos consonantes. Los símbolos de estos sonidos son los mismos que los de las letras del alfabeto, con estas excepciones: /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/, /ʤ/, y /ŋ/.

B. En inglés se hace una distinción importante entre los sonidos de las consonantes *sonoras* y las *sordas*.

1. La mayoría de los sonidos consonantes son sonoros, como se ve en el cuadro. (Los vocálicos son todos sonoros.)
2. En los primeros ocho pares anteriores (dieciseis sonidos), a cada sonido sordo corresponde uno sonoro. Esta diferencia sola cambia el sentido de estas palabras, salvo en el séptimo par.

C. **A sonidos consonantes distintos, palabras distintas**

Escuche *al profesor cuando lea cada par de palabras. ¿Nota Ud. la diferencia? El cambio de solo un sonido consonante varía el significado.* **Repita** *ahora las palabras.* (No se necesita por ahora saber el significado de las palabras.)

1. /p/	/b/	2. /t/	/d/	3. /k/	/g/	4. /f/	/v/
pen	Ben nombre	too	do hacer	cold	gold oro	fine	vine
pea	bee abeja	toe	doe carta	cot	got	fail	veil
pay	bay bahía	tin	din fuente	come	gum chicle	fast	vast
pie	buy compatriota	den	dine	came	game juego	fear	veer
pig	big gran de	ton	done	curl	girl niña	few	view

5. /s/	/z/	6. /ʃ/	/ʧ/	/ʤ/	7. /n/	/ŋ/
Sue	zoo	sheep	cheap	jeep	run	rung
seal	zeal	ship	chip	gyp	ran	rang
sink	zinc	shoe	chew	Jew	lawn	long
sown	zone	sheer	cheer	jeer	gone	gong
bus	buzz	sherry	cherry	Jerry	thin	thing

III. ACENTO Y RITMO

A. Acento de la palabra

1. El *acento* significa *énfasis*. En inglés ciertas sílabas se pronuncian con más intensidad que otras, y muchas no tienen acento alguno. Así, la palabra *espécially* tiene sólo una sílaba acentuada.

2. Ante todo, es importante oír la diferencia del acento. **Escuche** *prestando atencion a los acentos fuertes.* ***Luego*** **repita** *estos ejemplos después del profesor.*

Brazil /brəzíl/	Italy /ítəli/	grandfather /gráənfὰðəʳ/
suppose /səpóz/	Florida /flɔ́rədə/	grandparent /gráənpὲrənt/
common /kámən/	Alaska /əlǽskə/	California /kὰləfɔ́rnyə/
foreign /fɔ́rın/	Italian /ıtǽlyən/	Minnesota /mìnəsótə/
Sweden /swídn̩/	American /əmérəkən/	introduction /ìntrədákʃən/
Spaniard /spǽnyəʳd/	especially /ıspéʃəli/	international /ìntəʳnǽʃənl̩/

3. En las sílabas acentuadas, sobre todo al final de una cláusula o frase, se prolonga el sonido vocal cuando es el único: **He's in Brazil.**

4. Una sílaba débil, sin acento, suele contener el sonido /ə/, /ı/, /ʊ/ o /ʳ/. Ejemplos: **common** /kámən/, **foreign** /fɔ́rm/, **July** /ʤʊlάı/ y **Spaniard** /spǽnyəʳd/.

5. A veces el sonido /ə/ es tan débil que apenas se oye. Ejemplos: **Sweden** /swídn̩/, **international** /ìntəʳnǽʃənl̩/ y **item** /άıtm̩/. Los sonidos /n̩/, /l̩/ y /m̩/, representados con un punto debajo de cada símbolo, son consonantes silábicas que reemplazan los sonidos /ən/, /əl/ y /əm/.

6. En la transcripción de palabras en este libro se emplea un acento ortográfico grueso /ˊ/ sobre la sílaba que lleva acento fuerte. Si hay una segunda sílaba acentuada, se usa un acento fino /ˋ/. Las sílabas débiles no se señalan: **introduction** /ìntrədákʃən/.

B. Acento de la oración

1. El énfasis en la oración afecta el sentido de ésta. En una frase, cláusula u oración, ciertas palabras son más importantes que otras.
2. Las palabras en una oración inglesa pueden tener cuatro grados de acento distintos, desde uno *muy fuerte* hasta uno *débil.* En algunas partes de este texto los acentos principales de la oración se señalan con un punto (•) sobre las palabras acentuadas.

   Whât's your nâme? My first nâme is Pâul.

   The pârty is espêcially for the fôreign stûdents.
3. El énfasis generalmente lo reciben *los substantivos, los verbos* (excepto **be**), *los adjetivos, los adverbios* y *las voces demostrativas e interrogatives.* Pueden ser palabras bien monosílabas, bien polisílabas, o más largas con una sílaba acentuada.
4. Otras palabras también llevan acento a veces por razón de contraste o de su posición en la oración.

   Mŷ name's Dave Smîth. What's yôur name? **(my, your)**

   Are yôu an American? Whêre are you frôm? **(you, from)**

C. Ritmo

1. El ritmo está íntimamente relacionado con el énfasis en la oración. Las sílabas acentuadas marcan los compases y se oyen con claridad a intervalos regulares.
2. Entre los acentos fuertes, las sílabas débiles no se pronuncian claramente; mientras más hay, más rápidamente se expresan.

DOS ÉNFASIS EN LA ORACIÓN = 2 COMPASES

Thât's right. Yês, it îs.
Thât's trûe. Guêss agâin.
Hôw cômе? Thât's for sûre.

Let's tâlk to Mâry.
Let's tâlk to the stûdents.
Let's tâlk to all the stûdents.

TRES ÉNFASIS EN LA ORACIÓN = 3 COMPASES

Minnesôta is a stâte with lâkes.
Minnesôta is a stâte with some lâkes.
Minnesôta is a stâte with many lâkes.

3. A menudo hay breves pausas entre los grupos que expresan distintas ideas, especialmente en oraciones largas o cuando se habla despacio. En la escritura corriente esas pausas se indican con comas. En estos ejemplos, se denotan otras pausas posibles mediante una diagonal (/).

CUATRO ÉNFASIS EN LA ORACIÓN = 4 COMPASES

Her fåther was Swēdish, and her mŏther was from Tahīti.

His fåther and mŏther/were bŏrn in Tēxas.
The rāin in Spāin/is māinly on the plāin.

I nēver think of Spāniards/when I think of Alāska.
I wŏnder if those gīrls over thēre/speak Ēnglish.

IV. ENTONACIÓN

A. La entonación es la melodía de una lengua hablada al subir y bajar la voz. El inglés de los Estados Unidos tiene tres tonos básicos, tres notas distintas dentro de la gama vocalica del que habla. En este libro, 1 significa el tono *bajo*, 2 el *mediano* y 3 el *alto* (nota alta). Una nota *especialmente alta* (4) denota vehemencia.

B. Como el ritmo, la entonación está estrechamente relacionada con el énfasis o acento de la oración.

1. El tono de la voz suele subir un poco en cada sílaba acentuada, pero sobre una de éstas es aún más alto que sobre las otras. En partes del este libro la nota alta se indica mediante este signo (¯).

Let's tālk to the nēw stūdents. (*acento y nota alta*)

Let's tālk to the nēw stūdents. (*acento y línea de entonación*)

2. Esta nota alta se da generalmente en la última sílaba acentuada, aunque puede producirse en una de las otras según el sentido de la frase.

Let's tālk to the new stūdents. (*no a los antiguos estudiantes en general*)

Let's talk to the nēw stūdents. (*no simplemente mirarlos, sino hablarles*)

C. Dos modelos de entonación básicos.

1. Entonación ascendente-descendente.

La entonación más usual es la 2-3-1, que se emplea en oraciones declarativas e imperativas, y en preguntas con palabras interrogativas.

La voz sube con la nota alta y luego baja. Si la nota alta se da en la última sílaba, la voz sube y baja en ésta y el sonido vocal se prolonga más de lo ordinario.

Here comes my roommate. What's your name?

Rossi is an Italian name. Where were you born?

Look. Look at your book. Who knows the answer?

Listen. Listen carefully. When do you study?

2. Entonación ascendente.

El modelo 2-3 se emplea sólo en preguntas a las cuales se responde *yes* o *no*. La voz sube en la nota alta, y sube aún más al final. La entonación 2-3 puede convertir en interrogativa una oración declarativa.

Are you an American? Is this the International Center?

Is your name Swedish? Do those students speak English?

You're an American? This is the International Center?

Your name is Swedish? Those students speak English?

D. **Algunas variaciones y combinaciones**

1. Dos notas altas: 2-3-2 y 3-1 al final.

Alaska is a long way from Texas.

2. Una pausa: 2-3-2 y 2-3-1 al final.

I never think of Spaniards/when I think of Alaska.

3. Una alternativa con *or*: 3-2 y 2-3-1 al final.

Those people are Americans or Canadians. (*declarativa*)

Is America a country or a continent? (*interrogativa*)

4. Una serie consecutiva con *and:* 2-3, 2-3, y 2-3-1 al final.

I need a book, a pencil, and an eraser.

The months are January, February, March, April, May, June,

July, August, September, October, November, and December.

NOTA: El acento fuerte cae a veces en la nota media 2.

5. Nombre de persona a quien se dirige uno directamente:

Mr. Gray, how are you today? (*al principio de la frase*)

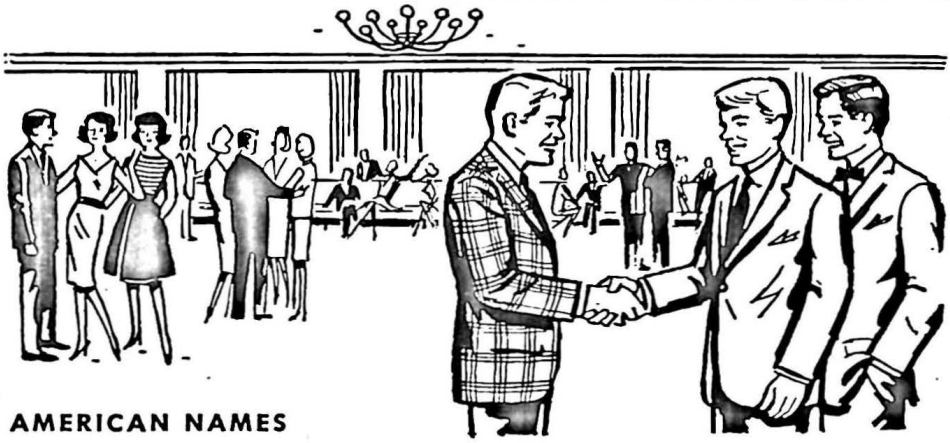
Where is your book, John? (*al final de la frase*)

6. Exclamación vehemente: (2)-4-1 al final ó 2-4-2 no al final.

Boy! That's wonderful! What a surprise!

No wonder it is difficult to understand one another!

LESSON ONE 1



AMERICAN NAMES

There is an open house at the International Center this evening. The party is especially for the foreign students at the University, but there are also many Americans there.

Dave: My name's Dave Smith. What's your name?

Paul: I'm Paul Olson.

Dave: And this is my friend, Jack Rossi.

Paul: Hello, Jack. Are you Italian?

Jack: No, I'm American. I'm from New York.

Paul: But you have an Italian name.

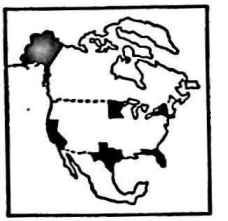
Jack: That's right. My father was from Italy. And you?

Paul: I'm from Minnesota, the state with so many lakes.

Jack: So many Swedes, too. Is your name Swedish?

Paul: Yes, it is. My grandfather Olson was from Sweden.

Jack: Here comes my roommate, Tony Vega. — Tony, this is Paul Olson, and this is Dave Smith.



Tony: Hello, Paul. Hello, Dave.

Paul: Hi, Tony. Is Vega a Spanish name?

Tony: Yes, it is; but I'm an American. Are you Americans?

Dave: Yes, we are. Where are you from . . . California?

Tony: No, guess again.

Dave: Are you from Florida?

Tony: No, you're wrong again. I'm from Alaska.

Dave: How come? I never think of Spaniards when I think of Alaska.

Tony: Well, my grandparents were from Spain; but my father and mother were born in Texas, and I was born in Alaska.

Jack: Boy! Alaska is a long way from Texas . . . about 3000 miles?

Tony: More or less. But the fact is that we're all Americans.

Dave: Yes, and there are names of all kinds in the United States.

Paul: That's for sure. What about you, Dave?

Dave: Oh, Smith is a common English name. Perhaps one of my ancestors was on the Mayflower in 1620. Who knows?

Paul: I suppose every name has an interesting story.

Jack: That's true. There's a girl here from Hawaii. Her father was Swedish, and her mother was from Tahiti. She's beautiful!

Tony: Is she, Jack? How about an introduction?

Jack: All right, Tony. But let's talk to some other students first.

Dave: Look! I wonder if those girls over there speak English.

NOTAS

1. En conversacion familiar suelen usarse nombres abreviados, tales como *Dave* por *David*, y *Tony* por *Anthony*. *Jack* es una forma familiar de *John*.
2. *Open house* es una reunión social, fiesta o recepción informal, a la que todo el mundo es bienvenido sin menester de invitación personal.
3. *International Center* es un lugar en las universidades donde se reúnen los estudiantes extranjeros y los del país.
4. *New York* por lo común significa la *Ciudad* de Nueva York; de lo contrario, se dice State of New York o New York State.
5. El *Mayflower* es el pequeño pero famoso barco en que llegaron los primeros 102 colonizadores ingleses a la Nueva Inglaterra. Decir hoy día que un antepasado llegó en el *Mayflower* es a veces un chiste, pues no quedan muchos norteamericanos realmente descendientes de aquellos primitivos colonizadores.

CONVERSATION

Answer these questions in complete sentences.

1. Where is the open house this evening?
2. Is it especially for the foreign students?
3. Are there also many Americans there?
4. Who are the four students in this dialogue?
5. Were they all born in the United States?
6. What states are the boys from?
7. Where were their parents or grandparents from?

PRONUNCIATION

A. WORD DRILL (Sound and Stress)

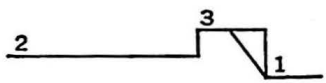
Each group of words illustrates a particular *vowel sound*, but the spelling of that sound often varies. In words of two or more syllables, one has a heavier *stress* than the other(s).

Pronounce these words clearly. Imitate your teacher.

/i/ we she speak Swede Swéden Swédish évening Tahíti
/ɪ/ is this think with here Énglish Ítaly ínteresting
/e/ they way lake state mate name Spain Máyflower
/ɛ/ yes guess let's there friend néver Máry mány agáin

B. SENTENCE DRILL (Sound, Stress, and Intonation)

Each sentence has several words with the same *vowel sound*. The *stress* on certain syllables is important for the rhythm. At least one stress is higher in tone than the others.

Here is the basic *intonation* pattern: 

Repeat each sentence three times.

/i/ 1. The Swēdes in Swēden speak Swēdish.
2. We lēave Tahīti in the ēvening.

/ɪ/ 3. The Ĕnglish hĕre is ĭnteresting.
4. I thĭnk this pĭcture is in Ĭtaly.

/e/ 5. The nåme of the ståte is Mãine.
6. The råin in Spåin is måinly on the plãin.

/ɛ/ 7. Lẽt's guẽss agãin.
8. My frĩend from Tẽxas is nẽver thẽre.

STRUCTURE

BASIC ENGLISH SENTENCES

I. STATEMENTS WITH THE VERB BE

A. Be + Adjective Complement

Repeat these sentences after your teacher.

S + V + C (adj) FULL FORMS			S + V + C (adj) CONTRACTIONS	
I	am	happy.	I'm	happy.
You	are	young.	You're	young.
He / She / It	is	famous.	He's / She's / It's	famous.
We	are	happy.	We're	happy.
You	are	young.	You're	young.
They	are	famous.	They're	famous.

- The subject pronouns are **I, you, he, she, it, we, you, they.**
- Notice the contractions of the verb **be.**
- An adjective has only one form.

PRACTICE*

▶ 1a. TEACHER: He's famous. CLASS: He's famous.

young — He's **young.**
Swedish — He's **Swedish.**

Continue: 1. Spanish 2. German 3. Italian 4. French 5. Canadian 6. American 7. Mexican 8. English

**Note:* The mark ▶ is used to indicate each practice exercise.

1b. *Repeat Exercise* 1a, *using* **she's** *in place of* **he's.**

1c. *Repeat Exercise* 1a, *using* **they're** *in place of* **he's.**

▶ 2. TEACHER: I'm happy. CLASS: I'm happy.

you	**You're** happy.
he	**He's** happy.
Italian	He's **Italian.**
French	He's **French.**

Continue: 1. she 5. we 9. I
2. it 6. they 10. you
3. Swedish 7. American 11. English
4. Spanish 8. Canadian 12. Mexican

▶ 3. TEACHER: My name's Italian. CLASS: My name's Italian.

Spanish	My name's **Spanish.**

Continue: 1. Swedish 3. English
2. French 4. German

B. Be + Noun Complement

Repeat each set of sentences after your teacher.

S + V + C (noun)		S + V + C (noun)	
I'm	a Swede.	I'm	a Canadian.
You're	a Spaniard.	You're	a Brazilian.
He's	a Mexican.	He's	a Frenchman.
She's	an Italian.	He's	an Englishman.
We're	Swedes.	We're	Canadians.
You're	Spaniards.	You're	Brazilians.
They're	Mexicans.	They're	Frenchmen.
They're	Italians.	They're	Englishmen.

- The complement is a noun which refers to the subject.
- Use the words **a** and **an** only before singular nouns.
- The plural nouns above end in **-s** or **-men.**

▶ 1. T: She's an American. Cl: She's an American.

Swede — She's a Swede.
he — He's a Swede.

1. you
2. Spaniard
3. I
4. Brazilian
5. Italian
6. she
7. Canadian
8. Mexican
9. he
10. Frenchman
11. you
12. I

▶ 2. T: He's a Brazilian. Cl: He's a Brazilian.

we — We're Brazilians.
Spaniard — We're Spaniards.

1. Italian
2. they
3. Frenchman
4. he
5. American
6. we
7. Canadian
8. she
9. Swede
10. they
11. Englishman
12. he

▶ 3. T: Italy is a country. Cl: Italy is a country.

Sweden — Sweden is a country.

1. France
2. England
3. Canada
4. Mexico
5. Brazil
6. Greece
7. Thailand
8. Germany
9. the United States

▶ 4. T: Minnesota is a state. Cl: Minnesota is a state.

Florida — Florida is a state.

1. New York
2. Alaska
3. Hawaii
4. California

▶ 5. T: My name's Dave Smith. Cl: My name's Dave Smith.

Paul Olson — My name's Paul Olson.
I — I'm Paul Olson.

1. Jack Rossi
2. my name
3. Tony Vega
4. I
5. Dave Smith
6. my name

▶ 6. T: Smith is an English name. CL: Smith is an English name.

Olson — Olson is a Swedish name.

1. Rossi
2. Vega
3. Smith
4. Olson

C. Be + Adverbial Complement

(1) *Repeat the sentences at the left first, and then the sentences at the right.* (2) *Now repeat each sentence at the left with the corresponding sentence at the right.*

S + V + C (adverbial) PLACE + TIME		S + V + C (adverbial) PLACE + TIME		
I'm	here.	I	was	there yesterday.
You're	here.	You	were	there yesterday.
He's	here now.	He	was	there yesterday.
She's	here today.	She	was	there yesterday.
We're	from Spain.	We	were	there last week.
You're	from Italy.	You	were	there last month.
They're	from France.	They	were	there last year.

- The adverbial complement refers to place or time, or to both.
- The verbs at the left refer to present time.
- The verbs at the right refer to past time.
- There is no contraction of was or were.

▶ 1. T: I'm from Spain. CL: I'm from Spain.

he — He's from Spain.
France — He's from France.

1. she
2. Brazil
3. we
4. England
5. you
6. Sweden
7. they
8. Canada
9. I

▶ 2. T: I was here yesterday. CL: I was here yesterday.

he	He was here yesterday.
there	He was **there** yesterday.

1. they	4. last night	7. we
2. here	5. you	8. last year
3. she	6. last week	9. there

▶ 3. T: I was born in Alaska. CL: I was born in Alaska.

Tony	**Tony** was born in Alaska.
Texas	Tony was born in **Texas.**

1. they	4. New York	7. she
2. Hawaii	5. you	8. Minnesota
3. Jack	6. Florida	9. we

NOTE: The verb in this exercise is be born. The two forms commonly used in conversation are was born and were born.

II. SIMPLE QUESTIONS WITH THE VERB BE

A. Present Time

Repeat these questions and answers after your teacher.

V + S + C	SHORT *and* FULL ANSWERS
Am I right?	Yes, you are. You're right.
Am I wrong?	No, you aren't. You aren't wrong.
Are you busy?	No, I'm not. I'm not busy.
Are you happy?	Yes, I am. I'm happy.
Is he Swedish?	No, he isn't. He isn't Swedish.
Is he a Swede?	No, he isn't. He isn't a Swede.
Is he from Sweden?	No, he isn't. He isn't from Sweden.
Are they Swedish?	Yes, they are. They're Swedish.
Are they Swedes?	Yes, they are. They're Swedes.
Are they from Sweden?	Yes, they are. They're from Sweden.

B. Past Time

Repeat these questions and answers after your teacher.

V + S + C		SHORT *and* FULL ANSWERS	
Was I	quiet?	Yes, you were.	You were quiet.
	noisy?	No, you weren't.	You weren't noisy.
Were you	active?	No, I wasn't.	I wasn't active.
	tired?	Yes, I was.	I was tired.
Was he	Italian?	No, he wasn't.	He wasn't Italian.
	an Italian?	No, he wasn't.	He wasn't an Italian.
	from Italy?	No, he wasn't.	He wasn't from Italy.
Were they	Italian?	Yes, they were.	They were Italian.
	Italians?	Yes, they were.	They were Italians.
	from Italy?	Yes, they were.	They were from Italy.

- The verb be precedes the subject in questions.
- These questions require the answer yes or no.
- The short answers have no complement.
- There is no contraction in the affirmative short answers.
- A short answer is all affirmative or all negative, as in **Yes, I am** and **No, I'm not.**

▶ 1. T: Am I tall? CL: Am I tall? STUDENT: Yes, you are.

you	CL: Are you tall?	ST: Yes, I am.
young	Are you young?	Yes, I am.
he	Is he young?	Yes, he is.

1. short
2. she
3. serious
4. they
5. famous
6. right
7. I
8. he
9. friendly

▶ 2. T: Was he busy? CL: Was he busy? ST: Yes, he was.

they	CL: Were they busy?	ST: Yes, they were.
happy	Were they happy?	Yes, they were.

1. she	4. friendly	7. I
2. right	5. they	8. she
3. he	6. wrong	9. beautiful

▶ 3. T: Are they Greek? CL: (*repeat*) ST: Yes, they're Greek.

he CL: Is he Greek? ST: Yes, he's Greek.

1. Canadian	4. he	7. French
2. they	5. Brazilian	8. they
3. English	6. she	9. Swedish

▶ 4. T: Is he a Greek? CL: (*repeat*) ST: Yes, he's a Greek.

she CL: Is she a Greek? ST: Yes, she's a Greek.

1. Italian	4. he	7. Englishman
2. they	5. Frenchman	8. he
3. Spaniard	6. they	9. American

▶ 5. *Repeat the questions in* 1–4 *and give negative answers.*
Examples: **Am I tall? No, you aren't.**
Are you tall? No, I'm not.

III. SENTENCES WITH THERE + BE

A. Statements

Repeat these sentences after your teacher.

There + V +	S +	C (adverbial)
There's	an open house	this evening.
There are	many students	at the party.
There was	an open house	yesterday.
There were	many students	at the party.

B. Past Time

Repeat these questions and answers after your teacher.

V + S + C		SHORT *and* FULL ANSWERS	
Was I	quiet?	Yes, you were.	You were quiet.
	noisy?	No, you weren't.	You weren't noisy.
Were you	active?	No, I wasn't.	I wasn't active.
	tired?	Yes, I was.	I was tired.
Was he	Italian?	No, he wasn't.	He wasn't Italian.
	an Italian?	No, he wasn't.	He wasn't an Italian.
	from Italy?	No, he wasn't.	He wasn't from Italy.
Were they	Italian?	Yes, they were.	They were Italian.
	Italians?	Yes, they were.	They were Italians.
	from Italy?	Yes, they were.	They were from Italy.

- The verb be precedes the subject in questions.
- These questions require the answer yes or no.
- The short answers have no complement.
- There is no contraction in the affirmative short answers.
- A short answer is all affirmative or all negative, as in **Yes, I am** and **No, I'm not.**

▶ 1. T: Am I tall? CL: Am I tall? STUDENT: Yes, you are.

you	CL: Are you tall?	ST: Yes, I am.
young	Are you young?	Yes, I am.
he	Is he young?	Yes, he is.

1. short
2. she
3. serious
4. they
5. famous
6. right
7. I
8. he
9. friendly

▶ 2. T: Was he busy? CL: Was he busy? ST: Yes, he was.

they	CL: Were they busy?	ST: Yes, they were.
happy	Were they happy?	Yes, they were.

1. she
2. right
3. he
4. friendly
5. they
6. wrong
7. I
8. she
9. beautiful

▶ 3. T: Are they Greek? CL: (*repeat*) ST: Yes, they're Greek.

he CL: Is he Greek? ST: Yes, he's Greek.

1. Canadian
2. they
3. English
4. he
5. Brazilian
6. she
7. French
8. they
9. Swedish

▶ 4. T: Is he a Greek? CL: (*repeat*) ST: Yes, he's a Greek.

she CL: Is she a Greek? ST: Yes, she's a Greek.

1. Italian
2. they
3. Spaniard
4. he
5. Frenchman
6. they
7. Englishman
8. he
9. American

▶ 5. *Repeat the questions in 1–4 and give negative answers.*
Examples: **Am I tall? No, you aren't.**
Are you tall? No, I'm not.

III. SENTENCES WITH THERE + BE

A. Statements

Repeat these sentences after your teacher.

There + V +	S	+ C (adverbial)
There's	an open house	this evening.
There are	many students	at the party.
There was	an open house	yesterday.
There were	many students	at the party.

B. Simple Questions

Repeat these questions and answers after your teacher.

V +	there +	S +	C (adverbial)	SHORT ANSWERS
Is	there	an open house	this evening?	Yes, there is.
Are	there	many students	at the party?	Yes, there are.
Was	there	an open house	last night?	Yes, there was.
Were	there	many students	there?	Yes, there were.

- These sentences indicate the existence of something.
- The word **there** is in the usual position of the subject.
- The word **there** has no meaning and receives no stress.
- The verb agrees in number with the real subject, which follows.

▶ 1. T: There's a party at the Center. CL: (*repeat*)

a library CL: There's a library at the Center.

1. a television set
2. several offices
3. a telephone
4. many activities
5. an open house
6. many meetings

▶ 2. T: Is there a party there? CL: (*repeat*) ST: Yes, there is.

a library CL: Is there a library there? ST: Yes, there is.

Continue with the six items in Exercise 1.

▶ 3. T: There was a party there last night. CL: (*repeat*)

many boys CL: There were many boys there last night.

1. a lecture
2. some classes
3. an open house
4. many students
5. a meeting
6. several teachers

▶ 4. T: Was there a party there last night? CL: *(repeat)*

ST: Yes, there was.

many girls CL: Were there many girls there last night?
ST: Yes, there were.

Continue with the six items in Exercise 3.

IV. QUESTIONS WITH INTERROGATIVE WORDS

A. Questions with be

(1) *Repeat these questions and full answers after your teacher.*
(2) *Repeat them again and give the short answers.*

IW + V	+ S	(FULL) *and*	SHORT ANSWERS
Who's	that?	(That's)	**my roommate.**
Who's	that?	(It's)	**my friend.**
What's	your name?	(My name's)	**Tony Vega.**
What's	his name?	(It's)	**Paul Olson.**
Where are	you from?	(I'm from)	**Alaska.**
Where's	he from?	(He's from)	**Minnesota.**

B. Questions with be + there

Repeat these questions and short answers after your teacher.

IW + V + there			SHORT ANSWERS
Where	are	there many lakes?	**In Minnesota.**
Where	is	there a party tonight?	**At the Center.**
When	was	there an open house?	**Last night.**
Where	was	there a party last night?	**At the Center.**

- The interrogative word (IW) precedes the verb **be**.
- These questions ask for information. Do not answer **yes** or **no**.
- The short answers give the answer to **who**, **what**, **where**, and **when**.

▶ 1. T: Where's the library? CL: Where's the library?

the party — Where's **the party**?
when — **When's** the party?

1. the meeting
2. where
3. your roommate
4. Jack Rossi
5. who
6. Tony Vega
7. where
8. the International Center
9. what

▶ 2. T: Why was there a party last night? CL: *(repeat)*

is — CL: Why **is** there a party **tonight**?

1. a meeting
2. where
3. an open house
4. was
5. why
6. a dance
7. where
8. is
9. a lecture

V. STATEMENTS WITH VERBS OTHER THAN BE

A. Singular and Plural Forms (Present Tense)

Repeat these sentences after your teacher.

S	+	V		S	+	V
A bird		sings.		Birds		sing.
A person		talks.		People		talk.

S + V + C (adverbial)

You	come	from California.
Jack	comes	from New York.
They	live	in Texas.
Alice	lives	in Florida.

B. The Simple Present Tense

Repeat after your teacher: (1) *each set of sentences* down *the page and* (2) *each sentence, one by one,* across *the page.*

S	+	V	+	C (noun)
I		have		an English name.
You		have		a German name.
He		has		an Italian name.
She		has		a French name.
We		have		Thai names.
You		have		Greek names.
They		have		Turkish names.

S	+	V	+	C (noun)
I		speak		English.
You		speak		German.
He		speaks		Italian.
She		speaks		French.
We		speak		Thai.
You		speak		Greek.
They		speak		Turkish.

- These sentences state a fact or general truth in the present.
- Each verb has only two forms in the present.
- The simple form (sf) is **sing, talk, come, live, have, speak.**
- The third person singular form ends in **-s: sings, lives, speaks.**
- The verb **have** is irregular in the third person singular (**has**).

▶ 1. T: I have a French name. CL: I have a French name.

English — I have an English name.
Dave — Dave has an English name.

1. they
2. Swedish
3. Paul
4. you
5. Jack
6. we
7. Spanish
8. I

▶ 2. T: I speak French. CL: I speak French.

we — We speak French.
Italian — We speak Italian.

1. Jack
2. they
3. Alice
4. Spanish
5. you
6. Tony
7. we
8. Paul

▶ 3. T: Those boys have Thai names. CL: They speak Thai, too.

Tony has a Spanish name. — He speaks Spanish, too.

1. Alice has a French name.
2. Jack has an Italian name.
3. Paul has a Swedish name.
4. Those boys have Greek names.
5. That girl has a German name.
6. Ann has a Turkish name.

VI. IMPERATIVE SENTENCES

Repeat the sentences in A *and* B *after your teacher.*

A. Simple and Polite Commands

(S) + V + C				please + V + C			
(You)	Go	to the door.		Please	be	quiet.	
	Come	over here.		Please	listen	now.	
	Look	at your book.		Please	close	your books.	
	Guess	again.		Please	write	these words.	

B. An Invitation with let's (let us)

let's + V + C		
Let's	go	now.
Let's	wait	for John.
Let's	learn	English.
Let's	speak	English now.

- Use the simple form of the verb in an imperative sentence.
- The word **please** before the verb is more polite.
- We usually omit the subject **you**, but it is understood.
- Use the word **let's** when you include yourself in the action.

▶ 1. *Use these verbs with* **please** *in short imperative sentences.*

Example: close — ST: Please close your books.

1. ask	3. open	5. help	7. repeat	9. pronounce
2. put	4. copy	6. look	8. answer	10. explain

▶ 2. *Use these verbs in original sentences with* **let's**.

Example: go — ST: Let's go to the open house.

1. read	3. learn	5. sit down	7. write
2. talk	4. speak	6. listen (to)	8. find

VII. A REVIEW OF NATIONALITIES (Lesson 1)

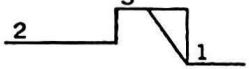
Repeat these words in sentences after your teacher, using the expression above each column. Read from left to right: **He's from Brazil. He's a Brazilian. He's Brazilian. He speaks Portuguese.**

COUNTRY	NATIONALITY		LANGUAGE
He's from —.	**He's —.**	**He's —.**	**He speaks —.**
Brazil	a Brazilian	Brazilian	Portuguese
Canada	a Canadian	Canadian	English
England	an Englishman	English	English
France	a Frenchman	French	French
Germany	a German	German	German
Greece	a Greek	Greek	Greek
Italy	an Italian	Italian	Italian
Mexico	a Mexican	Mexican	Spanish
Spain	a Spaniard	Spanish	Spanish
Sweden	a Swede	Swedish	Swedish
Thailand	a Thai	Thai	Thai
Turkey	a Turk	Turkish	Turkish
United States	an American	American	English

- Only one country in this list requires **the**: **the United States.**
- Many words of nationality may be nouns or adjectives.

DIALOGUE PRACTICE

Practice these dialogues between two students, A *and* B, *or between two sides of a divided class. Follow the stress marks, as indicated.*

Use this intonation for both questions and answers: 

1. **What? Where?**

A. Whåt's your nāme?
B. My nåme's Jåck Rōssi.
A. Whēre are you frōm?
B. Ī'm from New Yōrk.

2. **Who? What? Where?**

A. Whō's thāt bōy?
B. Hē's my rōommate.
A. Whåt's his nāme?
B. His nåme's Tōny Vēga.
A. Where's hē from?
B. Hē's from Alāska.

3. Who? What? Where?

A. Who̅ are thōse bo̅ys?
B. The̅y're my fri̅ends.
A. Wha̅t are their na̅mes?
B. Their na̅mes are Da̅ve Smi̅th and Pa̅ul O̅lson.
A. Where are the̅y from?
B. The̅y're from Flo̅rida and Minneso̅ta.

DICTATION *(Books Closed)*

Your teacher will read the following paragraph three times:

(1) *the whole paragraph, at normal speed—for you to* **hear** *it;*
(2) *each sentence or unit, with punctuation—for you to* **write** *it;*
(3) *the whole paragraph again—for you to* **check** *your spelling.*

1. There are names of all kinds in the United States. 2. Every name has an interesting story. 3. The four boys in this lesson are Americans; they were born in the United States. 4. Their parents, their grandparents, or their ancestors were born in other countries. 5. Dave has an English name, and his friend has a Swedish name. 6. Jack has an Italian name, and his roommate has a Spanish name. 7. The boys are all students at an American university. 8. There are also many foreign students there.

Note: The teacher may prefer to choose several lines of the dialogue on page **1.**

VOCABULARIO *¿Conoce Ud. estas palabras y expresiones?*

about de; cerca de /əbáut/
Alaska (*estado de E. U. A.*) /aláskə/
ancestor antepasado /ǽnsèstɚ/
*be born nacer /bi bɔ́rn/
California (*estado de E. U. A.*) /kæləfɔ́rnyə/
common común, corriente /kámən/
Dave (*apodo de David*) /dev/
especially especialmente /ıspéʃəli/
fact hecho /fækt/
Florida (*estado de E. U. A.*) /flɔ́rədə/
foreign extranjero /fɔ́rın/
grandfather abuelo /grǽnfὰðɚ/
grandparent abuelo,-a /grǽnpèrənt/
*guess adivinar /gɛs/
Hawaii (*estado de E. U. A.*) /həwáii/

hi ¡hola! /haɪ/

international internacional /ìntɚnǽʃənḷ/

introduction presentación, /ìntrədákʃən/

Italian italiano /ɪtǽlyən/

Italy Italia /ítəli/

Jack (*apodo de John*) /ʤæk/

kind clase /kaɪnd/

Mayflower *El Mayflower* /méflàvɚ/

mile milla /maɪl/

Minnesota (*estado de E. U. A.*) /mìnəsótə/

more or less más o menos /mòr ɚ lés/

Olson (*apellido*) /ólsn̩/

open house recepción informal /ópən hàʊs/

over there allí, allá /òvɚ ðér/

party fiesta /párti/

Paul Pablo /pɔl/

right correcto, cierto /raɪt/

Rossi (*apellido*) /rósi/

Smith (*apellido*) /smɪθ/

so many tanto(s) /so méni/

Spain España /spen/

Spaniard español /spényɚd/

story historia, relato /stɔ́ri/

*__suppose__ suponer /səpóz/

sure seguro /ʃʊr/

Swede sueco /swid/

Sweden Suecia /swídn̩/

Swedish sueco /swídɪʃ/

Tahiti Tahití /tɑhíti/

Texas (*estado de E. U. A.*) /téksəs/

Tony Toño, Nico (*apodo de Anthony*) /tóni/

true cierto, verdadero /tru/

Vega (*apellido*) /véga/

way distancia /we/

*__wonder__ maravillarse, preguntarse /wándɚ/

wrong equivocado, errado /rɔŋ/

Nota: Los verbos se indican con un asterisco (*) en el vocabulario.

Expresiones útiles

That's right Es cierto, correcto

Here comes my roommate Ahí viene mi compañero de cuarto

You're wrong Se equivoca Ud., no acierta Ud.

How come? (*informal*) ¿Y eso? ¿Como es eso?

Boy! ¡Hombre!

a long way muy distante, lejos

That's for sure (*informal*) Sin duda; Indudablemente

What about you, Dave? Y Ud. que (nos) dice, David?

How about an introduction? ¿Qué le parece si me presenta?

Who knows? ¡Quién sabe!

2 LESSON TWO

INTRODUCTIONS

Dave Smith introduces himself to one of the girls at the open house.

Dave: Hello. May I introduce myself? My name's Dave Smith.

Mary: My name is Mary — just Mary. My other name is very long.

Dave: Are you a new student at the University?

Mary: Yes, I'm a new foreign student. Are you an American?

Dave: Yes, I am. Where are you from?

Mary: I'm from ....., a small city in ..... (*country*)

Dave: That's very interesting. Here come two of my friends.

Mary: Will you introduce them to me?

Dave: Of course. Mary, this is Tony Vega. And this is Paul Olson.

Mary: How do you do.

Tony: Hello, Mary. It's nice to meet you.

Paul: I'm glad to meet you, too. How do you like the University?

Mary: I like it very much. All of the students are so friendly.

Dave: Here comes Jack Rossi. He's another one of our friends.

Tony: Yes, Jack's always friendly when he sees a pretty girl.

Mary: Vega? Olson? Rossi? Are those American names?

Paul: Sure. The United States is like a melting pot, you know.

THE MELTING POT

What is America? Is it a country, a continent, or a hemisphere? It is all of these things. To some people, America means the New World in general, a world of opportunity; to others, it represents North America, Central America, or South America. People also refer to Latin America and Spanish America. To many, however, America means just one country, the United States.

In a general sense, all the people of the Americas are Americans, but they usually have another name. They are specifically Brazilians, Mexicans, or Canadians, according to the official name of their country. For this reason, a citizen of the "United States of America" is specifically an American. Perhaps his father was from England or Sweden. Perhaps his grandparents were from Germany, Turkey, or China. Perhaps he has a French name or a Spanish name. And perhaps his neighbor has an Italian name, a Greek name, or a Japanese name.

Each name represents a certain cultural background, but all of these people are Americans. The United States is truly a "melting pot."

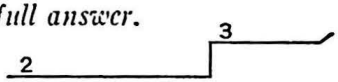
What are these Americans like? They are very much like people everywhere, but they are also different because of their environment. This is natural, and it is true of people all over the world. We live in different countries, we have different customs, and we speak different languages. No wonder it is difficult to understand one another!

NOTAS

1. *Central America* (Centroamérica) forma parte de Norteamérica y comprende los países situados entre México y Sudamérica.
2. *Latin America* (Latinoamérica) abarca Sudamérica, Centroamérica, México y los países de las Antillas cuya lengua principal es el español, el francés o el portugués. *Spanish America* (Hispanoamérica) comprende los países de Latinoamérica en que el español es el idioma principal.
3. La expresión *melting pot*, según se usa en esta lección, significa un país en el que conviven gente de razas y orígenes nacionales diversos.

CONVERSATION

Read each question with the 2-3 intonation pattern. Then give a short answer with yes *or* no *and continue with a full answer.*



1. Is there more than one America?
2. Is North America a continent?
   Is South America a continent? Is Central America a continent?
3. Is America the name of one country?
4. Are the people of the United States Americans?
5. Are Brazilians Americans, too? Are Canadians Americans, too?
6. Is the United States a melting pot? Why?
7. Is your country a melting pot, too? Why?
8. Are there names of all kinds in the United States? (*Examples*)
9. Is it difficult to understand people in other countries? Why?

PRONUNCIATION

A. WORD DRILL (Sound and Stress)

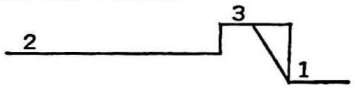
Each group of words illustrates a particular *vowel sound*, but the spelling of that sound often varies. In words of two or more syllables, one has a heavier *stress* than the other(s).

Pronounce these words clearly. Imitate your teacher.

/u/ who new too room true trúly stúdent opportúnity
/ʊ/ look book foot good sure you're
/o/ oh no so know old those ópen óver helló suppóse
/ɔ/ all Paul also talk long wrong more born stóry

B. SENTENCE DRILL (Sound, Stress, and Intonation)

Each sentence has several words with the same *vowel sound.*
The *stress* on certain syllables is important for the rhythm.
At least one stress is higher in tone than the others.

Here is the basic *intonation* pattern: 

Repeat each sentence three times.

/u/ 1. Whó are the néw stūdents in the róom?
2. My róommate has twó blúe sūits.
/ʊ/ 3. Be súre to lóok at that góod bōok.
4. The cóok is lóoking at her cōokbóok.
/o/ 5. I suppóse you knów the Ōlsons.
6. Those hómes over thére are very ōld.
/ɔ/ 7. You're áll wrōng. Pául was bórn in Flōrida.
8. Accórding to Pāul, it's a lóng, lóng stōry.

STRUCTURE

REVIEW OF ENGLISH NOUNS

I. NOUNS AND THEIR MODIFIERS

A. Determiner + Noun

Repeat these examples after your teacher, giving the singular and then the plural of each noun. Example: a name, some names

	SINGULAR		PLURAL
a	name	some	names
an	American	some	Americans

SINGULAR		PLURAL	
the	student	the	students
the	introduction	the	introductions
this	boy (*over here*)	these	boys (*over here*)
that	girl (*over there*)	those	girls (*over there*)
my	friend	my	friends
your	roommate	your	roommates
his	mother (father)	his	parents
her	grandfather	her	grandparents
its	school	its	schools
our	neighbor	our	neighbors
your	custom	your	customs
their	ancestor	their	ancestors

- A determiner precedes a noun and limits the meaning of it.
- Use a/ə/or an/ən/for any one member of a group.
  Use the/ðə, ði/for a specific person or thing, singular or plural.
- This, that, these, and those point to specific persons or things.
  This and these = here, *near the speaker.*
  That and those = there, *away from the speaker.*
- My, your, his, her, its, our, and their refer to the possessor.

▶ 1. T: I see a boy. CL: I see a boy. ST: I see the boy.

girl CL: I see a girl. ST: I see the girl.

1. taxi
2. hospital
3. doctor
4. school
5. student
6. friend
7. university
8. neighbor
9. policeman

▶ 2. T: He's an artist. CL: (*repeat*) ST: The artist is good.

answer CL: It's an answer. ST: The answer is good.

1. example
2. engineer
3. old custom
4. Italian actor
5. opportunity
6. English nurse
7. easy lesson
8. American actress
9. international center

B. Determiners Used as Pronouns

Repeat each example on the left and then the corresponding sentence on the right. Example: **one name — One of these names is Italian.**

DETERMINERS		PRONOUNS		
one	name	**One**	of these names	is Italian.
another	name	**Another**	of these names	is Swedish.
two	names	**Two**	of the names	are Turkish.
both	names	**Both**	of the names	are Turkish.
all	books	**All**	of those books	are important.
each	book	**Each**	of those books	is important.
every	book	**Every one**	of those books	is interesting.
some	ancestors	**Some**	of his ancestors	were from Spain.
many	neighbors	**Many**	of our neighbors	have Greek names.
several	customs	**Several**	of their customs	are different.

- All numbers and words of quantity precede the noun.
- **One** is more specific than **a**; it means **one**, not **two** or **three.**
- **Another (an + other)** means **one more** or **a different one.**
- **Each** and **every** refer to separate members of a group.
- The determiners above, except **every**, may also be pronouns.

▶ T: The students at the open house have many kinds of names.

T: One of the names is Swedish. CL: *(repeat)*

another — Turkish
some — French

CL: **Another** of the names is **Turkish.**
Some of the names are **French.**

1. two — Chinese
2. both — short
3. some — German
4. several — long
5. four — Japanese
6. one — Thai
7. many — Spanish
8. all — foreign
9. each — interesting
10. every one — different
11. three — Arabic
12. each — popular
13. some — difficult
14. several — Polish

C. Adjective + Noun

Repeat these examples one by one, from left to right.
Example: **a long name, an English name, a long English name.**

A.....NAME

a pretty	name	an English	name	a pretty	English name
a famous	name	an Italian	name	a famous	Italian name
a short	name	a Chinese	name	a short	Chinese name
a long	name	a German	name	a long	German name
pretty	names	Spanish	names	pretty	Spanish names
famous	names	Swedish	names	famous	Swedish names
short	names	French	names	short	French names
long	names	Greek	names	long	Greek names

- An adjective precedes the noun that it modifies.
- An adjective does not change its form before a plural noun.
- A descriptive adjective (**pretty, long**) precedes an adjective of nationality. *Example:* **a long English name.**

▶ 1. T: That's a common name. CL: That's a common name.

short — That's a **short** name.

1. easy	5. famous	9. difficult
2. English	6. French	10. Spanish
3. Greek	7. Chinese	11. Swedish
4. long	8. pretty	12. interesting

▶ 2. T: It's a common English name. CL: (*repeat*)

Italian — CL: It's a common **Italian** name.
easy — It's an **easy** Italian name.

1. Chinese	5. Swedish	9. Greek
2. short	6. old	10. pretty
3. German	7. Spanish	11. French
4. long	8. famous	12. common

▶ 3. T: They're old Spanish names. CL: *(repeat)*

Greek
long

CL: They're old **Greek** names.
They're **long** Greek names.

1. Swedish
2. common
3. French
4. easy
5. English
6. short
7. Italian
8. famous
9. German
10. old
11. Chinese
12. pretty

D. Noun + Long Modifier

Repeat the noun and its modifier. Then repeat the whole sentence.

1. Noun + Phrase

Those **girls**	**over there**	speak English.
Many **people**	**in the world**	are learning English.
There are **names**	**of all kinds**	in the United States.

2. Noun + Clause

The **girls**	**that speak English**	are over there.
The **people**	**that live in Brazil**	speak Portuguese.
Many **names**	**that end with -son**	are Swedish.

- A long modifier follows the noun.
- The long modifier is often a prepositional phrase.
- It may also be a clause with a subject and a verb.

▶ 1. T: The people in Sweden are Swedes. CL: *(repeat)*

in Thailand CL: The people **in Thailand** are **Thais.**

1. in Brazil
2. in Canada
3. in France
4. in Germany
5. in England
6. in Spain
7. in Italy
8. in Turkey
9. in the United States

▶ 2. *Combine the two sentences, using the second one as a clause.*

Example: The boys are Chinese. They have easy names.
The boys **that have easy names** are Chinese.

1. The name is French. It is difficult to pronounce.
2. The customs are interesting. They come from Japan.
3. The party was wonderful. It was at the Center.
4. The boy is my roommate. He has a Spanish name.
5. The girls are pretty. They come from Mexico.

II. THE PLURAL OF COUNT NOUNS

A. Regular Plural Forms

Repeat both singular and plural forms after your teacher.

1. The Usual Ending -S

-S /s/	-S /z/	(E)-S /IZ/
maps	keys	case — cases
chiefs	names	size — sizes
myths	miles	page — pages
states	doors	piece — pieces
lakes	words	house/s/ — houses/zɪz/

2. The Ending -ES

-ES /IZ/	-Y /i/ -IES /iz/
bus — buses	story — stories
box — boxes	party — parties
wish — wishes	country — countries
class — classes	university — universities
church — churches	nationality — nationalities

- After a voiceless sound /p,f,θ,t,k/, the -S is pronounced /s/.
- After a voiced sound, the -S is pronounced /z/.
- For nouns ending in **se, ce, ge,** or **ze,** pronounce the final -ES /IZ/.
- After nouns ending in **s, sh, ch, x,** or **z,** pronounce the -ES /IZ/.
- If a noun ends in the letter **y** preceded by a consonant, change the **y** to **i** and add -ES. The -ES is pronounced /z/.

▶ 1. T: The doctor is right. CL: The doctors are right.

The lawyer is right. The lawyers are right.

1. teacher
2. dentist
3. judge
4. student
5. engineer
6. artist

▶ 2. T: The word is easy. CL: The words are easy.

The rule is easy. The rules are easy.

1. lesson
2. sentence
3. example
4. name
5. question
6. exercise

▶ 3. T It's a large house. CL: They're large houses.

It's a large office. They're large offices.

1. church
2. country
3. university
4. room
5. city
6. state

▶ 4. T: This map is good. CL: These maps are good.

This radio is good. These radios are good.

1. orange
2. story
3. class
4. custom
5. sandwich
6. opportunity

▶ 5. T: That hat is pretty. CL: Those hats are pretty.

That dress is pretty. Those dresses are pretty.

1. lamp
2. picture
3. girl
4. flower
5. lake
6. garden

B. Irregular Plural Forms

Repeat both singular and plural forms after your teacher.

1. Nouns Ending in -o

SPELLING:	-o	-ES	BUT:	-o	-S
PRONUNCIATION:	/o/	/z/		/o/	/z/
	echo — echoes			solo — solos	
	hero — heroes			piano — pianos	
	potato — potatoes			radio — radios	
	tomato — tomatoes			rodeo — rodeos	

2. Nouns Ending in -F or -FE

SPELLING:	-F, -FE	-VES	BUT:	-F	-FS
PRONUNCIATION:	/f/	/vz/		/f/	/fs/
	leaf — leaves			cuff — cuffs	
	loaf — loaves			roof — roofs	
	life — lives			chief — chiefs	
	knife — knives			proof — proofs	

3. Some Very Irregular Plural Forms

SPELLING	PRONUNCIATION
man — men	/mæn/ — /mɛn/
woman — women	/wʊ́mən/ — /wímən/
child — children	/ʧaɪld/ — /ʧíldrən/
foot — feet	/fʊt/ — /fit/
tooth — teeth	/tuθ/ — /tiθ/
goose — geese	/gus/ — /gis/
mouse — mice	/maʊs/ — /maɪs/
ox — oxen	/ɑks/ — /ɑ́ksən/
deer — deer	/dɪr/ — /dɪr/
sheep — sheep	/ʃip/ — /ʃip/

- Some nouns ending in -o add -ES /z/ in the plural: **echo – echoes.**
- Some nouns ending in -F or -FE change to -VES /vz/ in the plural.
- A few English plurals like **men** and **feet** do not end in -S or -ES.

▶ 1. T: This leaf is small. CL: These leaves are small.

This **mouse** is small. **These mice are** small.

1. knife
2. man
3. child
4. goose
5. foot
6. deer
7. woman
8. tooth
9. sheep

▶ 2. T: The teacher is busy. CL: The teacher is busy.

that man — **That man is busy.**
are busy — **Those men are busy.**
that nurse — **That nurse is busy.**

1. are young
2. her child
3. are pretty
4. that woman
5. are noisy
6. those geese
7. is friendly
8. that man
9. are tired

C. Two Special Nouns: people and news

Repeat these sentences after your teacher.

PEOPLE: There are people in America from every country.
There were about fifty people at the open house.
Those people speak Spanish. They're Mexicans.

NEWS: That news is good news.
There's good news on the radio this morning.
When the news is good, people are happy.

- The word people is usually plural; use a plural verb with it.
- The word news is a singular noun; use a singular verb with it.

▶ 1. T: Are those people happy? CL: (*repeat*) ST: Yes, they are.

sad — CL: Are those people sad? ST: Yes, they are.

1. nice
2. busy
3. serious
4. friendly
5. practical
6. interesting

▶ 2. T: There are many good people in the world. CL: *(repeat)*

poor CL: There are many poor people in the world.

1. young
2. hungry
3. interesting
4. old
5. tall
6. friendly

▶ 3. T: Is the news good today? CL: *(repeat)* ST: Yes, it is.

bad CL: Is the news bad today? ST: Yes, it is.

1. important
2. strange
3. wonderful
4. welcome
5. interesting
6. exciting

▶ 4. T: There's bad news this evening. CL: *(repeat)*

good CL: There's good news this evening.

1. interesting
2. serious
3. wonderful
4. sad
5. happy
6. important

DIALOGUE PRACTICE

Practice these dialogues between two students, A *and* B. *Use appropriate words in the blanks and follow the stress marks, as indicated.*

1. A. Whȧt's your nāme?
   B. My nȧme's ....
   A. Whȅre are you frōm?
   B. Ī'm from ..... Ī'm a (an) .....
   (country) (nationality)
2. A. Wȅre you bȍrn hēre?
   B. Yȅs, I wās. Were yōu?
   A. Nȍ, I wāsn't. Ī was born in .....
   (city or country)

3a. A. Is thăt bŏy Ēnglish?
B. Nŏ, he's Amērican.
A. But he hăs an English nāme.
B. Yĕs, his āncestors were Ēnglish.

3b. Change that boy to that girl, with she and her.

3c. Change that boy to those people, with they and their.

3d. Use that boy and change English to Italian.

3e. Use that girl and change English to French.

3f. Use those people and change English to Spanish.

COMPOSITION

Choose one of these topics and write a paragraph about it. Use short, complete sentences and the vocabulary that you know. If necessary, your teacher will give you a few new words.

1. The Origin of My Name
2. The Interesting Name of a Friend
3. The Names of People in My Country

VOCABULARIO *¿Conoce Ud. estas palabras y expresiones?*

according to según /əkɔ́rdɪŋ tʊ/
America Los Estados Unidos /əmérɪkə/
another one otro /ənʌ́ðɚ· wən/
background fondo /bǽkgràʊnd/
because of a causa de, por /bɪkɔ́z əv/
Brazilian brasileño /brəzílyən/
Canadian canadiense /kənédɪən/
central central; centro /séntrəl/
certain determinado, cierto /sɚ·tn̩/
China (la) China /ʧáɪnə/
Chinese chino /ʧaɪníz/
citizen ciudadano /sítəzn̩/
continent continente /kántənənt/
cultural cultural /kʌ́lʧərəl/
different diferente /dífrənt/
difficult difícil /dífəkəlt/
England Inglaterra /íŋgləndˌ/
environment ambiente /ɪnváɪrənmənt/
everywhere en o por todas partes /évrihwèr/
general general /ʤénərəl/
Germany Alemania /ʤɚ·məni/
Greek griego /grik/
hemisphere hemisferio /héməsfɪr/
himself él mismo; (a) sí mismo /himsélf/

Japan (el) Japón /ʤəpǽn/
Japanese japonés /ʤæpəníz/
just solamente, exactamente /ʤəst/
language lengua, idioma /lǽŋgwɪʤ/
Latin latino; el latín /lǽtn̩/
***mean** significar, querer decir /min/
melting pot crisol, fusión de razas /méltɪŋ pàt/
Mexican mexicano /méksɪkən/ (mejicano)
myself me; yo mismo /maɪsélf/
natural natural /nǽʧərəl/
neighbor vecino /néɪbə˞/
official oficial /əfíʃəl/
opportunity oportunidad /àpə˞túnətɪ/
***refer** referir(se), aludir /rɪfə́˞/
***represent** representar /rèprɪzént/
sense sentido /sɛns/
so tan; así es que /so/
specifically específicamente /spəsífɪkli/
truly verdadera, realmente /trúli/
Turkey Turquía /tə́˞ki/
world mundo /wə˞ld/

Nota: Los verbos se señalan con un asterisco (*) en el vocabulario.

Expresiones útiles

May I introduce myself? Perítame presentarme?
Will you introduce me? ¿Quiere Ud. presentarme?
It's nice to meet you. Encantado de conocerle.
How do you like? ¿Qué (tal) le parece?
in general en general
in a general sense en general, en términos generales
What are they like? ¿Cómo son ellos?
understand one another comprenderse mutuamente
No wonder . . . ! ¡No es de extrañar . . .!
all over the world en todo el mundo

A LETTER FROM MARY TO HER BROTHER TOM

326 University Street
(*City*), (*State*), 12345
October 1, 19--

Dear Tom,

Thank you for your nice letter; it was wonderful to receive news from home. I miss you a great deal, but I'm busy and happy. As you say, I'm lucky to have a scholarship here in the United States. I like my classes very much, and I'm working hard. Everyone seems very friendly, including the professors. When I'm not studying, there's always something to do. I don't find much time to write letters.

This university certainly has a beautiful campus, and there are students here from all over the world. They come from Europe, Africa, Latin America, the Near East, and the Far East. Naturally there are a lot of Canadians, too. Last week there was an informal party for us at the International Center. It was fascinating to meet people from so many different countries. What a small world this is!

As you know, many students live in large dormitories, but I think it's more interesting to be with an American family. I'm living with

Mr. and Mrs. Weston and their daughter Jane. I don't need a bicycle like some of the students because we're only six blocks from the campus. Besides, I like to walk and I see more that way. Jane's also attending the university, and we're good friends already.

My room is a corner bedroom upstairs. From my windows I see the houses and lawns across the street; now the leaves on the trees are turning red, yellow, and brown because it's fall. The colors in my room are blue and white. I have a single bed, a chest of drawers, a nice desk, and a large closet in the wall for my clothes. The bathroom has a tub with a shower, and there's always hot water.

Downstairs the Westons have a living room, a dining room, a kitchen, and a den. The living room is very attractive; it has a sofa, some comfortable chairs, some shelves for books, and several tables and lamps. The den is like a second living room, but it's more informal; the television set is there, also the radio and the record player. However, my favorite room is the kitchen, with all its cupboards, the electric stove, and the huge refrigerator. Mrs. Weston does her own housework, and everything is very convenient for her.

Oh dear, it's almost time for dinner now, and Jane's waiting for me. We usually watch the news on TV at six o'clock. Please give my love to all the family, and write again soon.

With love,
MARY

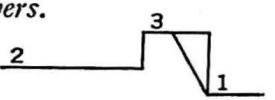
NOTAS

1. En inglés, las cartas comienzan en la esquina superior derecha del pliego, con tres renglones: (1) calle y número del remitente, (2) la ciudad, el estado y el número del distrito postal y (3) la fecha. El número de distrito postal (ZIP CODE) indica una cierta zona postal de distribución postal en los Estados Unidos. Una carta amistosa generalmente empieza con *Dear* y concluye con *Sincerely* (*yours*) Una despedida más personal es la de *Affectionately* o *With love.*
2. *Near East* (el Cercano Oriente) comprende los países próximos al extremo oriental del Mar Mediterráneo o al este del mismo. *Far East* (el Lejano Oriente) comprende los países del Asia oriental.
3. El *campus* de una universidad norteamericana se refiere a los terrenos comprados y arboledas que rodean los edificios principales del plantel. Los *dormitories* de los estudiantes están en dichos terrenos, pero generalmente apartados del centro de actividades.
4. *City block* significa manzana (de casas), o sea, el terreno cuadrado o rectangular delimitado por cuatro calles. *Block* es también uno cualquiera de los lados o cuadras de la manzana, es decir, la distancia de una calle a la próxima.

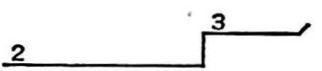
5. *Fall* o *autumn* es el otono. En los Estados Unidos principia a mediados de septiembre y termina a mediados de diciembre.
6. Un *closet* es un recinto cerrado, a manera de cuartito empotrado en la pared, para guardar ropa, toallas, manteles, u otros artículos domésticos. Un *cupboard* es una alacena que sobresale de la pared, con anaqueles para poner la vajilla y los comestibles.
7. El *den* es un cuartito cómodo donde uno puede retirarse, leer, trabajar, estudiar o escuchar música. En vez de *den*, muchas casas tienen un *family room*, habitación grande de uso general donde la familia se reúne.

CONVERSATION

Read each question with the appropriate intonation, as indicated. Then answer in complete sentences. Give one or more answers.



1. What is Mary doing in the United States?
2. Why is she writing a letter to Tom?
3. What does she say about the university?
4. Where does she meet other students?
5. What does she have in her room?



6. Does Mary write many letters?
7. Is she living in a dormitory?
8. Do the Westons have a large house?
9. Is Jane attending the university?
10. Are there many foreign students there?

PRONUNCIATION

A. WORD DRILL (Sound and Stress)

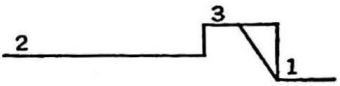
Each group of words illustrates a particular *vowel sound*, but the spelling of that sound often varies. In words of two or more syllables, one has a heavier *stress* than the other(s).

Pronounce these words clearly. Imitate your teacher.

/æ/ has have that fact last Spánish Aláska Itálian
/ɑ/ on John block are párty fáther cómmon clóset
/ə/ up but was what come móther wónder cóuntry cústom cámpus suppóse atténd Aláska Japán Brazílian Américan
/ɚ/ her were girl first world Túrkey Gérmany univérsity óther wónder fáther néighbor áncestor Spániard perháps

B. SENTENCE DRILL (Sound, Stress, and Intonation)

Each sentence has several words with the same *vowel sound.* The *stress* on certain syllables is important for the rhythm. At least one stress is higher in tone than the others.

Here is the basic *intonation* pattern: 

Repeat each sentence three times.

/æ/ 1. Perhăps Jăck had a Spănish ăncestor.
2. Yĕs, thăt's a făct.

/ɑ/ 3. Jŏhn and Tŏm are cŏmmon nämes.
4. Cŏpy the wŏrds "cŏntinent" and "opportūnity."

/ə/ 5. Whăt's the cŭstom in yōur cŏuntry?
6. I wŏnder if his mŏther is cŏming.
7. Tĕxas is a lŏng wăy from Alāska.

/ɚ/ 8. The gĭrls were in Tŭrkey and Gĕrmany lăst yĕar.
9. Perhăps her făther was a Spāniard.

STRUCTURE

ENGLISH VERBS IN PRESENT TIME

I. AFFIRMATIVE STATEMENTS

(1) *Repeat each group of sentences in* A *and* B *after your teacher.*
(2) *Then repeat each sentence in the three forms for comparison:*
I like to walk. I walk home every day. I am walking home now.

A. The Simple Present Tense

A GENERAL FACT			*or*	A GENERAL CUSTOM		
S	+ V	+ C		S	+ V	+ C
I	like	to walk.		I	walk	home every day.
You	like	to read.		You	read	a book every week.
We	like	to sing.		We	sing	a song every day.
They	like	to work.		They	work	hard every day.

He	likes to watch TV.		He	watches	TV every evening.
She	likes to study.		She	studies	a lot every day.
x	x	x	It	rains	here every day.

NOTE: The subject of the verb **like** is a person or an animal.

B. The Present Continuous Form (ing Present)

S + be + V(ing) + C

I	am	walking	home today.
You	are	reading	a book now.
We	are	singing	an old song now.
They	are	working	hard today.
He	is	watching	TV now.
She	is	studying	her English now.
It	is	raining	hard at this moment.

- Use the simple present tense for a general statement of fact, and also for a customary or habitual action in present time.
- Use the simple form of the verb (sf) with **I, you, we,** and **they.**
- Add -S or -ES to the verb with the subject **he, she,** or **it.**
- Pronounce the -S/-ES verb forms like the -S/-ES plural forms.
- Use the verb **be** + V(ing) to make the present continuous form.
- Use this form for a single, specific action in present time.

▶ 1. *Read the short sentences below with* **he** *or* **she** *as the subject. Be careful to pronounce the* -S/-ES *form of the verb correctly.*

1. /s/		2. /z/		3. /ɪz/	
HE stops	it.	SHE reads	it.	HE uses	it.
helps	it.	means	it.	fixes	it.
wants	it.	hears	it.	guesses	it.
writes	it.	gives	it.	chooses	it.
speaks	it.	knows	it.	changes	it.
thinks	it.	enjoys	it.	watches	it.
SHE waits	here.	HE comes	here.	SHE loses	a lot.
works	there.	lives	here.	dances	a lot.
sleeps	a lot.	goes	there.	washes	here.
laughs	a lot.	tries	hard.	teaches	here.

▶ 2. This exercise includes three special verb forms in the third person singular: has /hæz/, does /dəz/, and says /sɛz/.

Repeat each group of five sentences after your teacher.

HE DOES the work.	SHE HAS good news.	HE SAYS the words.
the lesson.	a bicycle.	the names.
the exercise.	the answer.	the address.
the homework.	some records.	the numbers.
the assignment.	a record player.	the sentence.

▶ 3. *Read each complete sentence. Then repeat the sentence with the subject indicated and the correct form of the verb.*

Example: You *teach* in the morning. Mr. Hall —.
Mr. Hall teaches in the morning.

1. You *give* lessons in English.	He —.
2. You always *know* the answers.	He —.
3. Those girls *come* from Spain.	That girl —.
4. I *think* every name is interesting.	She —.
5. We *wonder* if you speak English.	Tony —.
6. You *mean* the city, not the state.	He —.
7. They *miss* you a great deal.	Mary —.
8. I *receive* a lot of letters.	She —.
9. We *like* the school very much.	She —.
10. The students *work* very hard.	Jack —.
11. You *need* a bicycle.	He —.
12. We *walk* to the library.	Mary —.
13. We *see* more that way.	She —.
14. They *wait* for us after class.	Paul —.
15. They *meet* us across the street.	He —.
16. I *watch* TV in the evening.	Jane —.
17. I *hear* the news on television.	She —.
18. Those boys *study* in the library.	Dave —.
19. They *say* it's quiet there.	He —.
20. They *go* there between classes.	He —.

NOTES ON SPELLING: the -S/-ES Form of the Verb

(a) The third person singular is usually the simple form and -S.
Examples: stops, likes, reads, knows, uses, dances, changes
BUT: have – has; go – goes; do – does

(b) If the simple form ends in **s, sh, ch, x,** or **z,** add -ES.
Examples: misses, washes, teaches, fixes, buzzes

(c) If the simple form of the verb ends in **y** preceded by a consonant, change the **y** to **i** and add -ES.
Examples: try – tries; study – studies; copy – copies
BUT: buy – buys; say – says; play – plays; enjoy – enjoys

▶ 4. *Use the simple present or the present continuous, as required.*

Example: (attend) The boys — the same school now.
They — classes every day.

The boys **are attending** the same school now.
They **attend** classes every day.

1. (refer) The professor often — to the Far East.
Now he — to the Near East.

2. (arrive) The students usually — in September.
Some students from Africa — today.

3. (have) The International Center — a party tonight.
The Center — several parties during the year.

4. (live) The foreign students often — in a dormitory.
Mary — with an American family this year.

5. (like) She — to write letters.
(write) She — a letter to her brother now. She — to her family every week.

6. (speak) Mary — several languages.
She — English very well.
She and Jane — English now.

7. (come) I wonder if my friends — today.
They usually — on Saturdays.

8. (turn) Some trees — red and yellow in the fall.
That tree — red very early this year.

9. (begin) This class — at four o'clock.
We — to understand English now.

10. (study) We — verbs in the present tense now.
Jane always — in her room at home.

NOTES ON SPELLING:

(a) The -ING form of the verb is usually the simple form + ING.
Examples: going, doing, walking, singing, buying, trying

(b) If the simple form ends in e, omit the e before -ING.
Examples: use – using; live – living; come – coming; have – having

(c) If the simple form ends in a single consonant preceded by a single vowel, and if the stress is on the last syllable, double the final consonant before -ING.
Examples: stopping, running, begínning, omítting, referring
BUT: helping, raining, explaining, vísiting, óffering

II. NEGATIVE STATEMENTS

(1) *Repeat each group of sentences in* A *and* B *after your teacher.*
(2) *Then repeat each pair of sentences, one from each group.*
Example: I'm not ready. I'm not going now.

A. With the Verb be

S + be + not + C

I'm	not	ready.	
You're / We're / They're	not	serious. / tired. / happy.	
He's / She's / It's	not	busy. / late. / important.	

B. With the Auxiliary be + V(ing)

S + be + not + V(ing) + C

I'm	not	going	now.
You / We / They	aren't	studying / walking / laughing	now. / today. / now.
He / She / It	isn't	working / coming / raining	today. / today. / now.

- The word not is the usual sign of a negative sentence.
- The negative word not follows the verb be.
- There are two contractions for each person except the first person singular, I'm not. *Example:* you're not or you aren't.

▶ 1. T: They're not happy. Cl: They aren't happy.

He isn't funny. He's not funny.

1. We're not comfortable.
2. She's not ready.
3. It isn't interesting.
4. You're not busy.
5. They aren't wrong.
6. He isn't friendly.
7. We're not sleepy.
8. It's not important.
9. You aren't noisy.
10. She isn't late.

▶ 2. T: This house is very old. Cl: This house isn't very old.

The rooms are very large. The rooms aren't very large.

1. The bedrooms are upstairs.
2. My room is very attractive.
3. There's a lamp on the desk.
4. The television is in the den.
5. The chairs are very comfortable.
6. The kitchen is very convenient.
7. There are many cupboards.
8. The stove is electric.
9. There's always hot water.

▶ 3. T: I'm reading a story. Cl: I'm not reading a story.

He's doing his homework. He's not doing his homework.

1. I'm using my book now.
2. You're working very hard.
3. You're writing a composition.
4. We're going to the library.
5. We're waiting for the professor.
6. He's teaching in that room.
7. He's helping his students after class.
8. They're asking questions now.
9. They're talking with the professor.

C. With the Auxiliary do + V(sf)

Repeat each group of sentences after your teacher.

S + do + not + V + C

				CONTRACTED FORMS			
I / You / We / They	do not	have / know / work / live	a book. / the family. / on Sundays. / here now.	I / You / We / They	don't	have / know / work / live	a book. / the family. / on Sundays. / here now.
He / She / It	does not	do / need / rain	his work. / a radio. / much here.	He / She / It	doesn't	do / need / rain	his work. / a radio. / much here.

- The auxiliary **do** has no meaning. The third person singular is **does**.
- After **do/does + not**, use the simple form of the verb: V(sf).
- The contractions are **don't**/dont/ and **doesn't**/dəznt/.
- We can use **have** without **do/does** in the present: **I haven't a book.** However, this form is less frequent than **I don't have a book.**

▶ 1. T: We study every day. I suppose that's true.

CL: We don't study every day. I don't suppose that's true.

1. I look at a paper every day.
2. We talk about the news.
3. We understand English very well.
4. Tom finds time to write letters.
5. He needs a bicycle at home.
6. The girls attend the same classes.
7. They walk to the campus together.
8. Jane gets up early every day.
9. She takes a shower in the morning.
10. She has a class at eight o'clock.
11. We see the girls at noon.
12. They meet us in front of the library.
13. They go home at four o'clock.
14. Mr. Weston drives downtown every day.
15. He works at home every night.

▶ 2. *Suppose that you and Jack do not like to do the same things. Read the examples below and continue the exercise.*

ST A: I like to read.	Jack doesn't like to read.
ST B: Jack likes to sing.	I don't like to sing.
ST C: I like to watch TV.	Jack doesn't like to watch TV.

1. Jack likes to travel.	I —.
2. I like to stay home.	Jack —.
3. Jack likes to play tennis.	I —.
4. I like to play the piano.	Jack —.
5. Jack likes to write letters.	I —.
6. I like to receive letters.	Jack —.
7. Jack likes to tell stories.	I —.
8. I like to listen to records.	Jack —.
9. Jack likes to go to concerts.	I —.
10. I like to practice English.	Jack —.
11. Jack likes to study mathematics.	I —.
12. I like to work in the garden.	Jack —.
13. Jack likes to walk in the rain.	I —.
14. I like to sleep in the morning.	Jack —.
15. Jack likes to go to bed early.	I —.

III. QUESTIONS WITH AN AUXILIARY

A. Simple Questions with be + V(ing)

(1) *Repeat these questions and give the* **yes** *answers.*
(2) *Repeat the questions again and give the* **no** *answers.*

be + S + V(ing) + C			SHORT ANSWERS	
Am I	learning	English?	Yes, you are.	No, you aren't.
Are you	waiting	for me?	Yes, I am.	No I'm not.
Are we	going	to class?	Yes, we are.	No, we aren't.
Are they	speaking	French?	Yes, they are.	No, they aren't.
Is he	working	today?	Yes, he is.	No, he isn't.
Is she	writing	a letter?	Yes, she is.	No, she isn't.
Is it	raining	now?	Yes, it is.	No, it isn't.

B. Simple Questions with do + V(sf)

(1) *Repeat these questions and give the* **yes** *answers.*
(2) *Repeat the questions again and give the* **no** *answers.*

do + S + V + C			SHORT ANSWERS	
Do	I need a new book?		Yes, you	No, you
	you know the Westons?		Yes, I	No, I
	we have a big class?		Yes, we	No, we
	they speak English?		Yes, they	No, they
			do.	don't.
Does	he work every day?		Yes, he	No, he
	she write many letters?		Yes, she	No, she
	it rain in the fall?		Yes, it	No, it
			does.	doesn't.

- The auxiliary **be** or **do** precedes the subject in these questions.
- Use the -ING form of the verb with **be** (*present continuous form*).
- Use the simple form of the verb with **do** (*simple present tense*).
- Compare the questions in A above with those in Lesson I, IIA.

▶ 1. T: It's raining now. CL: Is it raining now? ST: Yes, it is.

It's beginning to rain. CL: **Is it beginning to rain?**
ST: **Yes, it is.**

1. The girls are sitting in the den.
2. They're watching television.
3. Mary's enjoying the program.
4. Jane's laughing about something.
5. Her mother's getting dinner.
6. Her father's resting in the living room.
7. He's reading the newspaper.

▶ 2. T: I know my lesson. CL: Do I know my lesson? ST: Yes, you do.

Tony has a class now. CL: **Does Tony have a class now?**
ST: **Yes, he does.**

1. This picture represents a classroom.
2. The students close their books.
3. They look at the teacher.

4. They listen to the teacher.
5. The teacher uses the blackboard.
6. The teacher says the sentences.
7. The class repeats each sentence.

▶ 3. T: Mary's reading. CL: Is Mary reading? ST: No, she isn't.

She reads a lot of books. CL: Does she read a lot of books?
ST: No, she doesn't.

1. Mrs. Weston is cleaning the house.
2. Jane's helping her mother.
3. They're having dinner late tonight.
4. Mr. Weston is cutting the lawn.
5. The trees are turning brown now.
6. Fall begins in August.
7. It rains every day in the fall.
8. The Westons live in a new house.
9. They have their TV in the living room.
10. Mrs. Weston does her own housework.

C. Questions with Interrogative Words

(1) *Repeat these questions and give only the short answers.*
(2) *Then repeat the questions again and give the full answers.*

IW + A + S + V(ing)				(FULL) *or* SHORT ANSWERS
What	are	you	doing?	(I am) studying.
What	are	you	studying?	(I'm studying) my English.
Where	is	Mary	living?	(She's living) with a family.
When	is	she	returning?	(She's returning) next year.
What	does	Paul	need?	(He needs) a lot of books.
When	does	he	study?	(He studies) in the evening.
Where	do	they	live?	(They live) near the campus.
How	do	you	like the house?	(I like it) very much.

- An interrogative word (IW) precedes the auxiliary **be** or **do**.
- These questions ask for information; do not answer **yes** or **no**.

▶ *Ask a question based on each statement. Then give the answer.*

Example: This map represents *the campus.* What....?

ST A: **What does this map represent?**
ST B: **It represents the campus.**

1.	The Westons live *near the university.*	Where...?
2.	Mary likes her classes *very much.*	How.....?
3.	She walks to school *because she sees more.*	Why.....?
4.	She's writing *a letter* this afternoon.	What....?
5.	Her room is *blue and white.*	What color....?
6.	*Jane*'s waiting for her now.	Who.....?
7.	They're going *downstairs.*	Where...?
8.	Mrs. Weston is sleeping *because she's tired.*	Why.....?
9.	Mr. Weston comes home *at five-thirty.*	When....?
10.	He *looks at the paper* before dinner.	What....?
11.	The girls watch *the news* on TV.	What....?
12.	They have dinner *at six-thirty.*	What time....?

THE USE OF THE INFINITIVE

I. NOUN + TO + VERB

Repeat these sentences after your teacher.

It's time (for us) to eat now.
That's a good place (for you) to study.
There's always something (for me) to do.
I don't find much time to write letters.

II. ADJECTIVE + TO + VERB

Repeat the sentences in A *and* B *after your teacher.*

A. **With a Personal Subject**

I'm lucky to have a scholarship.
We're happy to be here.
They're not ready to leave now.
Jane is glad to help me.

B. With the Impersonal Subject *it*

It's **wonderful** (for me) **to receive** news from home.
It's **interesting** (for her) **to be** with an American family.
It's **fascinating** (for us) **to meet** people from other countries.
It's often **difficult** (for them) **to understand** one another.

III. VERB + TO + VERB

Repeat these sentences after your teacher.

Everyone **seems to be** friendly.
We're **learning to speak** English.
We **need to practice** a little every day.
I **like to walk** because I see more that way.

- The infinitive is the word **to** + the simple form of the verb.
- An infinitive may follow a noun, an adjective, or a verb.
- With an impersonal subject, we often use a phrase like **for us, for her.**
  Example: **It's time for us to eat now.**

▶ 1. T: It's time to go now. CL: It's time to go now.

work It's time to **work** now.

1. study 2. eat 3. leave 4. go home 5. go to bed

▶ 2. T: I'm glad to meet you. CL: I'm glad to meet you.

see you I'm glad to **see** you.

1. help you
2. wait for you
3. talk with you
4. study with you
5. have lunch with you
6. walk home with you

▶ 3. T: You're lucky to have a scholarship. CL: *(repeat)*

be here CL: You're lucky to **be** here.

1. know him
2. receive a letter
3. find your book
4. live near school
5. meet new friends
6. go to the party

▶ 4. T: She likes to walk. CL: She likes to walk.

talk She likes to **talk.**

1. sing
2. sleep
3. watch TV
4. write letters
5. read stories
6. speak English

▶ 5. T: There's always something to do. CL: *(repeat)*

see CL: There's always something to **see.**

1. eat
2. read
3. learn
4. study
5. write
6. watch on TV

▶ 6. *Change the form of these sentences, using the subject* **it.**

Example: Some words are *hard to spell.*
It's hard to spell some words.

1. Some words are *hard to pronounce.*
2. This sentence is *easy to understand.*
3. Those questions are *difficult to answer.*
4. An idiom is *difficult to explain.*
5. A language is *interesting to learn.*
6. People are *interesting to watch.*
7. Some people are *hard to understand.*
8. That book is *difficult to read.*
9. These names are *important to know.*
10. That window is *easy to open.*

DICTATION *(Books Closed)*

Your teacher will read a paragraph from the letter on page 35:

(1) *the whole paragraph, at normal speed—for you to* **hear** *it;*
(2) *each sentence or unit, with punctuation—for you to* **write** *it;*
(3) *the whole paragraph again—for you to* **check** *your spelling.*

VOCABULARIO *¿Conoce Ud. estas palabras y expresiones?*

across al otro lado de /əkrɔ́s/
Africa Africa /ǽfrɪkə/
a great deal mucho /ə grèt díl/
already ya /ɔlrédi/
as como, según /æz/
*__attend__ asistir a /ətɛ́nd/
attractive atrayente, /ətrǽktɪv/ atractivo
bed cama /bɛd/
besides además; ade- /bɪsáɪdz/ más de
bicycle bicicleta /báɪsìkḷ/
block manzana; /blɑk/ cuadra
campus terrenos de una /kǽmpəs/ universidad
certainly por cierto, /sɚ·tṇli/ sin duda
chest cómoda /ʧest/
closet armario empo- /klázɪt/ trado
comfortable cómodo /kʌ́mfɚ·təbḷ/
convenient conveniente, /kənvínyənt/ cómodo
cupboard alacena /kʌ́bɚ·d/
den gabinete, estudio /dɛn/
dormitory dormitorio /dɔ́rmətɔ̀ri/ (*edificio*)
drawer gaveta, cajón /drɔr/
Europe Europa /yʊ́rəp/
everyone todos, todo /évriwʌ̀n/ el mundo
everything todo /évriθɪŋ/
Far East el Lejano /fɔ̀r íst/ Oriente
fascinating fascinador, /fǽsɪnètɪŋ/ encantador
huge enorme /hyuʤ/
informal familiar, de /ɪnfɔ́rmḷ/ confianza
Jane Juana /ʤen/
love cariño, afecto /lʌv/
lucky: to be lucky teliz; /lʌ́ki/ tener suerte
*__miss__ echar de menos /mɪs/ (a)
naturally naturalmente /nǽʧərəli/
Near East el Cercano /nìr íst/ Oriente
news noticias; las no- /nuz/ ticias
professor profesor /prəfésɚ·/
*__receive__ recibir /rɪsív/
record player fonógrafo, /rékɚ·d plèɚ·/ tocadiscos
shelf anaquel, estante /ʃɛlf/
shower baño de ducha /ʃáʊɚ·/
something algo /sʌ́mθɪŋ/
tub bañadera, bañera /təb/
turn poner(se), /tɚ·n/ volver(se)
upstairs en el piso de /ʌpstérz/ arriba
Weston (*apellido*) /wéstən/

Nota: Los verbos se señalan con un asterisco (*) en el vocabulario.

Expresiones útiles

news from home noticias (carta) de casa
I'm lucky (to be lucky) tengo suerte (tener suerte)
What a small world this is! ¡Qué mundo más pequeño!
(in) that way así; de esa manera
a corner room un cuarto que da a la esquina
across the street al otro lado de la calle
Oh dear! ¡Dios mío!
(Watch) on TV (ver) en la televisión

4 LESSON FOUR

LET'S WATCH TV

Jane is studying in her room, and Mary is finishing her letter to Tom.

Jane: Let's go downstairs and watch TV. It's almost six o'clock.

Mary: Really? Then it's time for the news.

Jane: Sure — by that good-looking commentator.

Mary: And his English is so clear and easy to understand.

Jane: Besides, you like the advertising!

Mary: Yes, I do; I like to see the new products.

ANOTHER OPEN HOUSE

Mr. and Mrs. Weston are taking Mary for a short ride around the city.

Mary: You certainly have a variety of houses here!

Mr. W. Yes, we do. They're made of brick, stone, cement, or wood.

Mrs. W. There are often many different styles on the same street.

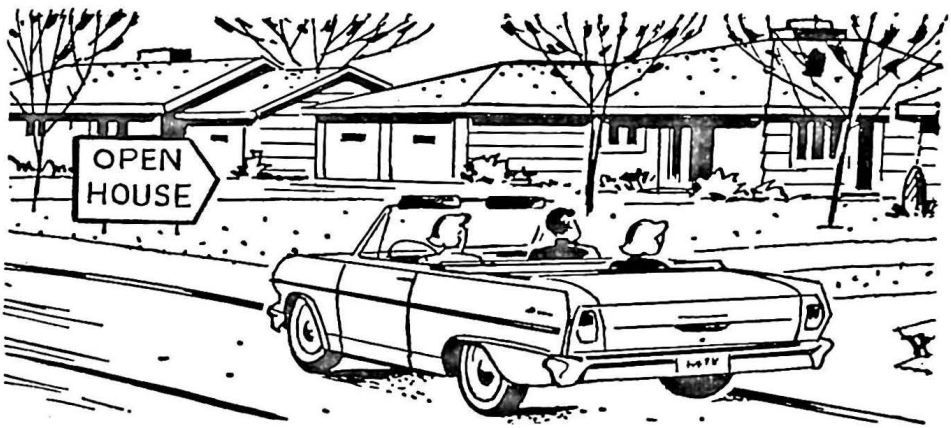
Mary: And each house has a nice yard.

Mrs. W. Yes, that's generally true, except in our big cities.

Mr. W. I guess we like the feeling of space.

Mary: I don't see any apartment houses here.

Mrs. W. There aren't any big ones, but we have some small ones.



Mr. W. Now we're in the suburbs. These houses are very modern.

Mrs. W. All the rooms are often on one floor. That's convenient.

Mary: A double garage, too! Do many people own their homes?

Mr. W. Oh yes. Or perhaps they're buying them — on time.

Mrs. W. Look at that white one. The sign says "Open House."

Mary: What does that mean? Are they having a party?

Mr. W. Not exactly. It means the house is open for inspection.

Mrs. W. Let's stop and see it. It looks interesting.

Mr. W. Here we are at home again. How do you like this house?

Mrs. W. I like it. It's not new, but it's very comfortable.

Mary: And it's *home*. Thank you very much for the lovely ride.

NOTAS

1. Algunos norteamericanos ven televisión (*TV*) de cuatro a cinco horas todos los días; otros sólo la ven de vez en cuando. Debido a la propaganda comercial existe una gran variedad de programas tanto de día como de noche.
2. *House* (casa) es un edificio habitable. *Home* (hogar) es la casa donde una persona o familia determinada realmente hace su vida.
3. *Yard* (cercado) es el espacio o terreno que rodea una casa. Comprende el césped, los árboles y las flores. *Front yard* es el jardin delante de la casa, y *back yard* es el traspatio, detrás de ésta.
4. En las grandes ciudades muchas personas viven en *apartment houses* (casas de apartamentos). Por lo general, el apartamento es alquilado, aunque en algunas ciudades se puede comprar.
5. *Suburbs* (suburbios) son los pueblecillos en las afueras de las grandes ciudades. Muchas familias con niños viven en los suburbios para disfrutar de la holgura del campo.
6. *On time*, según se usa en esta lección quiere decir *to buy a house on a contract* (comprar una casa mediante contrato de compraventa). El comprador paga una mensualidad es durante un período de muchos años, en vez de pagarla al contado.
7. *Open House* se refiere en esta lección a una casa nueva que el propietario tiene a la venta. La mantiene abierta a determinadas horas para quien desee inspeccionarla.

CONVERSATION

Give one or more answers to each question, using complete sentences.

1. What is Jane doing?
2. What is Mary doing?
3. What time is it?
4. What do they usually watch on TV?
5. Why do they like the commentator?
6. Do the Westons live in the suburbs?
7. Do they live in an apartment house?

8. Are all the houses made of brick?
9. Does each house have a nice yard?
10. Is there a sign on that white house?
11. Where do you live? (a big city, a small town, a suburb)
12. Do you live in a house or an apartment?
13. Is your house (apartment house) made of wood?
14. Is it a new house or an old one?
15. How many rooms do you have? What are they?

PRONUNCIATION

A. WORD DRILL (Sound and Stress)

Each group of words illustrates a particular *vowel sound*, but the spelling of that sound often varies. In words of two or more syllables, one has a heavier *stress* than the other(s).

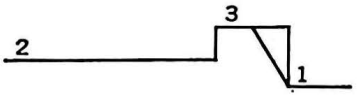
Pronounce these words clearly. Imitate your teacher.

/aɪ/ I hi my mile like kind right China united environment
/aʊ/ how house sound south flower background about however
/ɔɪ/ boy joy voice point noisy enjoy

B. SENTENCE DRILL (Sound, Stress, and Intonation)

Each sentence has several words with the same *vowel sound.*
The *stress* on certain syllables is important for the rhythm.
At least one stress is higher in tone than the others.

Here is the basic *intonation* pattern:



Repeat each sentence three times.

/aɪ/ 1. That's right. I like this kind of environment.
2. Why is Mr. White flying to China?
/aʊ/ 3. How about the flowers in the house?
4. What about the mountains in the south?
/ɔɪ/ 5. That's the point. The boy has a good voice.
6. I enjoy a noisy game.

STRUCTURE

THE OMISSION OF THE DETERMINER THE

I. GENERAL NOUNS

Repeat these sentences after your teacher.

GENERAL: **Names** are often interesting.
Patience is certainly a virtue.

BUT: **The names of Americans** are interesting.
The patience of our teacher is unusual.

- Omit the determiner **the** with nouns used in a general sense.
- Use the word **the** before nouns to make them specific.

▶ *Supply the general noun that corresponds to the specific noun in each pair of sentences. Read both sentences.*

Example: The students in our class are serious.
— are not always serious.

Students are not always serious.

1. The languages of other people seem strange to us.
— are important in the world today.
2. The name of my friend is Zdun.
There are — of all kinds in the United States.
3. The cities that I like are Istanbul and San Francisco.
Big — are all very much the same.
4. The apartments across the street are expensive.
— are convenient for many people.
5. The sign on that house says "Open House."
— are sometimes hard to read.
6. My neighbors are very friendly.
— are not always friendly.
7. The cupboards in the kitchen are full.
— usually have several shelves.
8. The television that we see is very good.
— offers many interesting programs.

II. NAMES OF PEOPLE

Repeat these sentences after your teacher.

WITH A TITLE:
Mr. and Mrs. Weston live near the campus.
Dr. Gray is at the hospital today.
Professor White is teaching a class now.
Miss Jane Weston is in the class.

BUT: the Westons, the doctor, the professor, the Weston girl

- Omit the word the before a person's name preceded by a title, such as Mr., Mrs., Miss, Dr., and Professor.
- Use the before plural names without titles or titles without names.

▶ *Read these questions and give short answers. Follow the example.*

Example: Who is the queen of England? Queen Elizabeth

1. Who is the head of your government?
2. Who is the president of the United States?
3. Who is the head of your school?
4. Who is your English teacher?
5. Who is your doctor?
6. Who is your dentist?

III. NAMES OF PLACES

A. Continents, Countries, States, Cities, Streets, Lakes, Single Islands

Repeat these sentences after your teacher.

We have students from Asia, Africa, and Europe.
Paul Olson comes from Minnesota.
His grandfather was born in Sweden.
Chicago is the largest city on Lake Michigan.
That hotel is on Fifth Avenue at Ninth Street.
The Statue of Liberty is on Liberty Island.

BUT: The Sudan and the Congo are in Africa.
The United States is in North America.
The Hague is the capital of the Netherlands.
Santo Domingo is the capital of the Dominican Republic.

B. Oceans, Seas, Rivers, Groups of Islands, Mountains, Canals, Regions

Repeat these examples after your teacher.

the Pacific Ocean — the Nile River — the Andes Mountains
the British Isles — the Philippine Islands or the Philippines
the Red Sea — the Suez Canal — the Near East — the Far East

- Omit **the** before the names of most continents, countries, states, cities, streets, lakes, and single islands or mountains.
- Use **the** before the names of most oceans, seas, rivers, canals, regions, and groups of islands or mountains.

▶ 1. T: There are many foreign students in France. CL: *(repeat)*

Italy — CL: There are many foreign students in **Italy.**

1. Spain
2. England
3. Brazil
4. Germany
5. Japan
6. the United States

▶ 2. T: They come from all over the world. CL: *(repeat)*

Asia — CL: They come from **Asia.**

1. Africa
2. Europe
3. the Far East
4. the Near East
5. Australia
6. South America

▶ 3. T: Ottawa is the capital of Canada. CL: *(repeat)*

Tokyo — Japan — CL: **Tokyo** is the capital of **Japan.**

1. Paris — France
2. Bogotá — Colombia
3. Saigon — Vietnam
4. the Hague — the Netherlands
5. London — the United Kingdom
6. Washington — the United States

▶ 4. T: Tahiti is an island in the Pacific Ocean. CL: *(repeat)*

1. Greenland — the Atlantic Ocean
2. Madagascar — the Indian Ocean
3. Cyprus — the Mediterranean Sea

4. Puerto Rico — The Caribbean Sea
5. the British Isles — the Atlantic Ocean
6. the Philippines — the Pacific Ocean

▶ 5. T: Lake Michigan is in the United States. CL: *(repeat)*

1. Lake Victoria — Africa
2. Lake Titicaca — Bolivia
3. Lake Baikal — Asia
4. Lake Maracaibo — Venezuela

▶ 6. T: The Nile is in Africa. CL: *(repeat)*

1. the Congo
2. the Amazon
3. the Mississippi
4. the Volga
5. the Danube
6. the St. Lawrence
7. the Ganges
8. the Mekong
9. the Rio Grande

▶ 7. T: The Andes are in South America. CL: *(repeat)*

1. the Alps
2. the Pyrenees
3. the Himalayas
4. the Rocky Mountains
5. Mont Blanc
6. Mount Everest

IV. NAMES OF LANGUAGES

Repeat these sentences after your teacher.

ALONE: Many people in the world know **English** or **French.**
My friend knows five languages, including **Japanese.**

BUT: **The English and French languages** are useful.
The Japanese language is difficult to read.

- Omit **the** with the names of languages used alone.
- Use **the** with the name of a language and the word **language.**

▶ 1. T: The people in the United States speak English. CL: *(repeat)*

Taiwan — Chinese CL: The people in **Taiwan** speak **Chinese.**

1. the Sudan — Arabic
2. Brazil — Portuguese
3. Turkey — Turkish
4. Thailand — Thai
5. the Soviet Union — Russian
6. the Dominican Republic — Spanish

▶ 2. T: Is the Greek language hard to learn? CL: *(repeat)*

Thai CL: Is the **Thai** language hard to learn?

1. Korean 3. Arabic 5. Chinese 7. Russian 9. English
2. Greek 4. German 6. Italian 8. French 10. Swedish

V. EXPRESSIONS OF TIME WITH LAST AND NEXT

Repeat the sentences below after your teacher.

RELATED TO THE PRESENT: **last** ← NOW → **next**

He was in Washington **last week.**
He's going to New York **next week.**

BUT: He was in Washington **the last week in April.**
He was in New York **the next week after that.**

- Omit **the** before **last** and **next** (week) in relation to the present.
- Use **the** with **next** and **last** (week) for a specific time that is not related to the present moment.

▶ *Read these sentences with or without the word* **the**, *as required.*

1. There was a party — last week.
2. That was — last Saturday in the month.
3. My brother wasn't here — last month.
4. He's coming to visit us — next week.
5. He usually comes — last week in July.
6. — last year he was here in June.
7. He's arriving at five o'clock — next Monday.
8. The Westons were in Mexico — last year.
9. They're going there again — next year.
10. They often go to the country — last week in August.
11. We have our vacation— next month.
12. Many students go home — last week in May.

VI. CERTAIN WORDS (**home, school, church, breakfast, lunch, dinner**)

Repeat these sentences after your teacher.

UNMODIFIED: Jane's not eating **lunch** here today.
The Westons are going **home** now.
They usually have **dinner** at six-thirty.

BUT: **The lunch at school** was good today.
They're going to **the home of some friends.**

- Omit **the** before the words above when they are not modified.
- Use **the** before these words when they are specific or modified.

▶ *Read these sentences with or without the word* **the**, *as required.*

1. What do you eat for — breakfast?
2. When do you usually have — lunch?
3. — dinner is the principal meal of the day.
4. Do you eat — dinner at noon or in the evening?
5. — dinner at the hotel was very good yesterday.
6. Do Mr. and Mrs. Weston go to — church every Sunday?
7. Does Mary go to — same church?

ENGLISH PRONOUNS

I. PERSONAL SUBJECT PRONOUNS

Repeat each group of sentences after your teacher.

A. **General Review**

I speak English. **We** speak English.
You speak English.

Jack has an Italian name, but **he** is an American.
Mary likes the university, and **she** is a good student.
Your name sounds Spanish, and **it** is Spanish.

Are those names French? Yes, **they** are.
Are those boys American? No, **they** aren't.
Are those girls English? No, **they** aren't.

B. The Subject it

It's six o'clock. It's almost time for dinner. (*time*)
It's cool there in the fall. It often rains, too. (*weather*)
It's only six blocks from the house to the campus. (*distance*)
Who is it? It's Jane. It's me. (*Formal:* It's I.) (*identity*)

- A pronoun is a substitute word, used in place of a noun.
- The third person singular has three pronouns: **he, she,** and **it.**
- The plural has only one pronoun: **they.**
- The word **it** often serves as subject (without a specific antecedent) in expressions of time, weather, distance, and identity.

▶ *Read the examples and continue around the class. Give an original statement about each new person or place in the exercise.*

T: Let's visit Mary. CL: Let's visit Mary. ST: She's —.

ST A: She's at school now. Let's visit **the museum.**
ST B: It's not open today. Let's visit **Mr. Weston.**
ST C: **He's** at work now. Let's visit —.

1. Tony and Jack
2. Professor White
3. the open house
4. Jane and her friends
5. Dr. Gray
6. the library
7. the girl from Tahiti
8. the International Center

II. PERSONAL OBJECT PRONOUNS

Repeat each group of sentences in A *and* B *after your teacher.*

A. Object of the Verb

You see **me** every day. You see **us** every day.
I (We) see **you** every day.

Do you often see Bill? Yes, I see **him** every day.
Do you often see Jane? Yes, I see **her** every day.
Do you like that house? Yes, I like **it** very much.

Do you often see those boys? Yes, we often see **them.**
Do you often see those girls? Yes, we often see **them.**
Do you like those houses? Yes, we like **them** very much.

B. Object of the Preposition

Jane's waiting for me. Jane's waiting for us. (you + me)
According to her, it's almost six o'clock.

Do you know Tom? Yes, I have a letter from him.
Do you know the Dawsons? Yes, I often think of them.

My room is upstairs. The colors in it are blue and white.
You have so many books! You need more shelves for them.

- The third person singular has three object pronouns: **him, her, it.**
- There is only one object pronoun for the plural: **them.**
- The same object pronouns follow a verb or a preposition.

▶ 1. T: Please watch me. CL: Please watch me.

help — Please **help me.**
us — Please help **us.**

1. meet
2. him
3. stop
4. her
5. visit
6. them
7. call
8. me
9. write

▶ 2. T: Do you miss me? CL: Do you miss me?

us — Do you miss **us?**
understand — Do you **understand us?**

1. hear
2. him
3. need
4. her
5. see
6. it
7. know
8. them
9. like

▶ 3. T: Please come with me. CL: Please come with me.

sit — Please **sit** with me.
us — Please sit with **us.**

1. talk
2. him
3. dance
4. her
5. walk
6. them
7. go
8. me
9. study

▶ 4. T: She's waiting for us. Cl: She's waiting for us.

you	She's waiting for **you.**
dance	She's **dancing** for you.

1. sing	4. him	7. clean
2. me	5. work	8. us
3. play	6. them	9. read

▶ 5. *Answer these questions, using subject and object pronouns.*

Is *Mary* finishing *her letter*?	Yes, she's finishing **it.**
Does *Mary* miss *her brother*?	Yes, she misses **him.**
Does *Mary* think of *her friends*?	Yes, she thinks of **them.**

1. Is *Jane* waiting for *Mary* now?
2. Do *the girls* often watch *TV*?
3. Do they listen to *the news*?
4. Does *Jane* like the *commentator*?
5. Does *Mary* understand *his English*?
6. Does she like *the advertising*?
7. Is *Mary* living with *the Westons*?
8. Does she often study with *Jane*?
9. Is *Mary* meeting *Jane and Tony* now?
10. Does she know *Professor White*?
11. Does she like *her classes*?

III. THE PRONOUN ONE

Repeat the sentences in A *and* B *after your teacher.*

A. Determiner + one

There are names of all kinds in the United States.

Each one has an interesting story.	(*each name*)
Every one has a different story.	(*every name*)
This one is German; that one is Greek.	(*this/that name*)
The other (one) is Spanish or Italian.	(*the other name*)
BUT: These are English; those are Thai.	(*these/those names*)
The others are French.	(*the other names*)

B. Descriptive Adjective + one(s)

These houses in the suburbs are very modern.

There are **small ones** and **large ones.**	(*small/large houses*)
The new ones often have only one floor.	(*the new houses*)
Look at **that white one**; it is open now.	(*that white house*)
The brown one looks interesting, too.	(*the brown house*)

- The word **one(s)** can replace a noun after certain determiners.
- **One(s)** replaces a noun after most descriptive adjectives.
- **These, those** and **others** are always used alone, without **ones.**

▶ *Read each sentence, using* **one** *or* **ones** *in the blank, as required.* (*Some of these sentences do not require the use of* **one** *or* **ones.**)

1. We're taking a short ride. There isn't time for a long —.
2. Some streets are noisy, but this is a nice quiet —.
3. This block and the next — have some lovely gardens.
4. I like the old houses, but the new — are more attractive.
5. Let's visit that white —. The sign says "Open House."
6. Look at all the flowers! What are those little blue —?
7. I like all the rooms, but my favorite — is the kitchen.
8. That's a huge refrigerator. We don't need a big —.
9. This cupboard is for food. Those — are for dishes.
10. Is that a gas stove or an electric —?
11. There's a large table and two small — in the living room.
12. That chair is pretty, but this — is more comfortable.
13. This record player isn't new, but it's a good —.
14. Jane likes the new songs. Her mother prefers the old —.
15. Do you know this record? Yes, I have the same —.
16. Those buses go downtown. These — go to the campus.
17. The first bus is almost full. Let's take the second —.
18. Those students are lucky; every — has a scholarship.
19. One is from India; the others — are from Egypt.
20. This dormitory is for boys. Where are the — for girls?

21. That tall man is a professor; the other — is a librarian.
22. He's a young professor, but he's a famous — already.
23. His lectures are serious, especially the — about space.
24. Look at all these books; each — is different.
25. These shelves are convenient, but those — are very high.
26. The English books are here; the German — are over there.
27. This story is true, but that — is more interesting.
28. The drawers in my desk are full. This — is for letters.
29. My sister writes long letters; my brother writes short —.
30. This lesson is easy. The last — was more difficult.

IV. SOME INDEFINITE PRONOUNS

Repeat the sentences in A *and* B *after your teacher.*

A. Some, many, and others

America means different things to different people.

To some, America is the New World in general.	(*some people*)
To others, it means North or South America.	(*other people*)
To many, it represents just one country.	(*many people*)

B. Compound Words

There's always **something** to do.	(*a certain thing*)
Everything is very convenient.	(*all the things are*)
Everyone seems very friendly.	(*all the people are*)
They're like people **everywhere**.	(*in all places*)

- **Some, many, all,** and **several** are often used alone as pronouns.
- The plural form **others** is used only as a pronoun.
- The subjects **everyone** and **everything** require a singular verb.

COMPOSITION

A. *Write a letter to a friend or a relative in another country. Use at least three paragraphs. For the form of the letter, look at Lesson* 3 *on page* 35 *and the first note on page* 36.

B. *Choose one of these topics and write two or three paragraphs about it. Use short, complete sentences and the vocabulary that you know. If necessary, your teacher will give you a few new words.*

1. The Suburbs of Our City
2. A Description of My House (Apartment, Room)
3. The Foreign Students at Our University (School)

VOCABULARIO *¿Conoce Ud. estas palabras y expresiones?*

advertising propaganda, /ǽdvəṫàɪzɪŋ/ anuncio
apartment house casa /əpártmənt hàʊs/ de apartamentos
around alrededor de /əráʊnd/
brick ladrillo /brɪk/
cement cemento /səmént/
clear claro /klɪr/
commentator comenta- /kámənṫèṫəʳ/ rista, locutor
double doble /dəbl̩/
exactly exacta, pre- /ɪgzǽktli/ cisamente
feeling sensación; per- /fílɪŋ/ cepción
***finish** terminar, acabar /fínɪʃ/
garage garaje, cochera /gəráʒ/
good-looking bien /gʊ́dlʊ́kɪŋ/ parecido
inspection inspección /inspékʃən/
***look** parecer; mirar /lʊk/
lovely encantador, /lʌ́vli/ ameno
product producto, artí- /prádəkt/ culo
ride paseo /roɪd/
sign letrero, aviso /saɪn/
space espacio, campo /spes/
stone piedra /ston/
***stop** parar(se), dete- /stap/ ner(se)
***take** llevar; tomar /ṫek/
then entonces; pues /ðɛn/
variety variedad; diver- /vəráɪəṫi/ sidad
***watch** ver, mirar /waʧ/
wood madera /wʊd/

Nota: Los verbos se señalan con un asterisco (*) en el vocabulario.

Expresiones útiles

Let's go and watch TV. Vayamos (vamos) a ver (la) televisión.
take (a person) for a ride llevar (a una persona) a un paseo
(rooms) on one floor (los curatos) en un piso (una planta)
be made of brick ser de ladrillo
buy (something) on time comprar (algo) a plazo.
Let's stop and see it. Paremos a verla-lo.
It looks interesting. Parece interesante
Here we are! ¡Henos aquí!, ¡Aquí estamos!

5 LESSON FIVE

PRONUNCIATION

A. WORD DRILL (Sound and Stress)

Pronounce these words clearly. Imitate your teacher.

/i/ he she sea east mean piece féeling évening recéive
/ɪ/ it this miss here clear fínish cítizen difficult
/e/ they way Jane take state néighbor pátience vacátion
/ɛ/ yes get den then chest évery lécture atténd Wédnesday

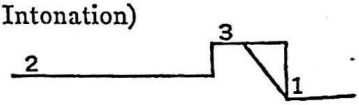
/u/ too room two news lose huge stúdent úseful opportúnity
/ʊ/ sure you're look cook book foot wood good-lóoking
/o/ no old home stone ópen óver ócean hotél helló suppóse
/ɔ/ all talk wrong stóry fóreign córner acróss infórmal

/æ/ has bad sad fact Jack háppy cámpus perháps exáctly
/ɑ/ John stop block watch fáther cómmon garáge apártment
/ə/ was but just come móther dóuble cóuntry cústom Éngland
/ɚ/ her were girl first turn learn world récord cúpboard

/aɪ/ I my ride like sign mile kind right uníted bícycle
/aʊ/ now how house shówer flówer móuntain abóut aróund
/ɔɪ/ boy joy voice point nóisy enjóy

B. SENTENCE DRILL (Sound, Stress, and Intonation)

Repeat each sentence three times.
Imitate your teacher.



/i/ 1. We're recēiving a good pĭcture on TV this ēvening.
/ɪ/ 2. It's dĭfficult to gĕt a clear pĭcture hĕre.
/e/ 3. Our nēighbors want to tāke a vacātion in Māy.
/ɛ/ 4. Mĕry attends a lĕcture every Wĕdnesday.

/u/ 5. The twŏ new rŏoms are hūge; they're ūseful, tōo.
/ʊ/ 6. Your gŏod-looking frĭend is a gŏod cōok.
/o/ 7. Those ōld hotēls near the ŏcean are ōpen nŏw.
/ɔ/ 8. We ălso like to tălk about fŏreign stōries.

/æ/ 9. Jăck isn't exăctly hăppy; in făct, he's very săd.
/ɑ/ 10. Jŏhn's watching his fāther in the garāge.
/ə/ 11. I suppŏse it's a cŏmmon cŭstom in your cŏuntry.
/ɚ/ 12. Her rĕcord plāyer is in the cŏrner near the cŭpboard.
/ɑɪ/ 13. I lĭke to rīde my bĭcycle.
/ɑʊ/ 14. Hŏw do you like the flŏwers arŏund the hŏuse?
/ɔɪ/ 15. The bŏy with the good vŏice is very nōisy.

STRUCTURE

I. REVIEW OF NOUNS

A. The Use of Determiners

Read all the sentences (1) *with the first determiner on the right,* (2) *with the second determiner, and* (3) *with the third determiner.*

Example: Do you know — name? (her, its, his)

Do you know her name?
Do you know its name?
Do you know his name?

1. He needs — warm coat.	(a,	his,	one)
2. — professor is teaching now.	(the,	one,	that)
3. My dog isn't eating — food.	(its,	her,	his)
4. — city needs new buses.	(our,	my,	their)
5. Does she want — pen?	(her,	this,	another)
6. I have — shelf for my books.	(a,	one,	that)
7. Is — grandfather Swedish?	(his,	your,	their)
8. Are there — letters for me?	(some,	many,	several)
9. — lessons are easy.	(many,	both,	some)
10. They have — Spanish friends.	(two,	some,	several)

B. The Plural of Nouns

1. *Read each sentence, using the plural of the word(s) indicated.*

Example: (class) Mary enjoys all of her —.
Mary enjoys all of her classes.

1. (roommate) Tony has two — this year.
2. (parent) His — were born in Texas.

3. (state)	There are fifty — in the United —.
4. (lake)	Minnesota is a state with many —.
5. (Swede)	There are also many — there.
6. (mile)	Alaska is about 3000 — from Texas.
7. (Spaniard)	I never think of — when I think of Alaska.
8. (girl)	I wonder if those — speak English.
9. (language)	Some people speak several different —.
10. (continent)	How many — are there in the world?
11. (university)	Some of the—in the world are very large.
12. (student)	There are many foreign — at that school.
13. (party)	Are there many — at the Center?
14. (open house)	There are several — during the year.
15. (boy, American)	The four — are all —.
16. (name, kind)	There are — of all — in every city.
17. (name, story)	— often have interesting —.
18. (custom, country)	People have different — in other —.
19. (nationality)	There are many — in the world.
20. (name, country)	Do you know the — of all the —?
21. (map, size)	No, but I have — in different —.
22. (citizen, Swede)	The — of Sweden are —.
23. (citizen, Frenchman)	The — of France are —.
24. (America, American)	All the people of the — are — in general.
25. (citizen, American)	The — of the United States are specifically —.

2. (1) *Read these questions and give short* **yes** *answers.* (2) *Read the questions again, changing the singular nouns to plural nouns, and give short* **no** *answers. Change other words, if necessary.*

Example: Is that *boy* reading a *story* now? **Yes, he is.**
Are those boys reading stories now? No, they aren't.

1. Does the *student* like an informal *party*?
2. Is the *nurse* meeting her *friend* here?
3. Does that *professor* teach an English *class*?
4. Is the *girl* from Brazil talking to your *roommate*?

5. Does your *brother* go to an American *university*?
6. Is that *leaf* on the *tree* turning yellow?
7. Does the *dentist* want to see your *tooth*?
8. Is the *woman* watching the *child*?
9. Does the *man* ride a *bicycle* to his *office*?
10. Is there a *mouse* in this *box*?

C. Nouns and Their Modifiers

Read each sentence, using the words on the right as noun modifiers.

Examples: These are *bricks.* (expensive)
These are **expensive bricks.**

Please read new *books.* (those, on the desk)
Please read **those** new books **on the desk.**

1.	Vega is a Spanish *name.*	(common)
2.	That's the *answer.*	(right)
3.	The *language* is easy to learn.	(English)
4.	*Students* need to study hard.	(all)
5.	Some *names* are hard to pronounce.	(foreign)
6.	Mary likes the *advertising.*	(that is on TV)
7.	She learns about the *products.*	(new, in the stores)
8.	She's writing a *letter* now.	(long, to her brother)
9.	Let's go to a *movie.*	(good, on Saturday)
10.	Many students live in *dormitories.*	(huge, on the campus)
11.	Some students live in *houses.*	(apartment, near school)
12.	*Houses* have large yards.	(some, in the suburbs)
13.	Some of the houses have *garages.*	(double, near them)
14.	The foreign *students* are serious.	(at that university)
15.	The *professors* are friendly.	(that teach there)
16.	I need *notebooks.*	(several, for my classes)
17.	Mary likes to make *friends.*	(new, at the Center)
18.	Last week there was a *party.*	(informal, there)
19.	The *students* walk to school.	(that live near campus)
20.	The girls like the *commentator.*	(good-looking, that reads the news at six o'clock)

D. The Use of the Determiner the

Read each complete sentence, using the word **the** *if it is necessary.*

Examples: John speaks — French. He lives near — Red River.
John speaks **French.** He lives near **the Red River.**

1. The study of — languages is important today.
2. Please try to use — English every day.
3. Pronounce all of — words in this lesson clearly.
4. Busy students don't have much time to write — letters.
5. It's a good thing to have — patience.
6. Dave's talking to one of — professors.
7. I want to introduce you to — doctor.
8. This is — Miss Weston, — Dr. Gray.
9. Her parents are my friends, — Westons.
10. Jack and — doctor are good friends.
11. Mary is — foreign student that lives with — Westons.
12. Is Tony Vega — student from — Texas?
13. No, he's from — Alaska, — new state.
14. Is — Chicago on — Lake Michigan?
15. Yes, it's — large city at one end of — lake.
16. Let's study about — Far East.
17. I want to read about — Pacific Ocean.
18. People in — United States speak — English language.
19. Ann is finishing — high school — next year.
20. She wants to go to — university — next year after that.
21. Jane is going to — church — next Sunday.
22. Paul wasn't at — home for — dinner — last night.
23. He was with — Professor White at — restaurant on campus.
24. He is eating — lunch at — school today.
25. Who is — president of your university?
26. His name is — Robert Long.
27. His home is on — University Avenue near — First Street.
28. He was in — Philippine Islands last year.
29. He wants to learn about all of — countries in — Asia.
30. — president knows a great deal about — Near East, too.

II. REVIEW OF VERBS

A. Verbs in Present Time

Read each sentence in the simple present tense. Then read it in the present continuous form with **now**. *Follow the example.*

Example: Mr. Weston works every day. He's —.
He's **working now.**

1. Mary writes to her brother every week. She's —.
2. The girls watch TV every evening. They're —.
3. Mr. Weston listens to the news every morning. He's —.
4. Mrs. Weston does her housework every day. She's —.
5. They take a ride in their car every Sunday. They're —.
6. The professor teaches a new lesson every day. He's —.
7. Paul and Dave study hard every night. They're —.
8. You work hard in class every day. You're —.
9. We practice our English every day. We're —.
10. The Swedes speak Swedish every day. They're —.
11. Mary attends a party at the Center every week. She's —.
12. Mary makes new friends there every week. She's —.
13. Jack takes a vacation every year. He's —.
14. He drives to a lake in Canada every summer. He's —.
15. The leaves turn red and yellow every fall. They're —.

B. Negative Forms

Read the questions and give negative answers; use subject pronouns.

Examples: Are the boys leaving? **No, they aren't leaving.**
Is there a bus now? **No, there isn't a bus now.**
Does Tony have a car? **No, he doesn't have a car.**
Do the boys drive much? **No, they don't drive much.**

1. Are the Westons at home now?
2. Do Jane and Mary live in a dormitory?
3. Is Paul very busy now?
4. Are there many students here from Greece?
5. Does Dave need a new bicycle?
6. Is there a garden in front of the library?

7. Do the boys know the girls from Sweden?
8. Are the leaves on the trees turning red now?
9. Is Jack Rossi an Italian?
10. Are there many stores near the university?
11. Does Mr. Weston walk to his office?
12. Is there time to write a letter before dinner?
13. Are the girls watching the news on TV now?
14. Does Mary ride a bicycle to school?
15. Is the professor studying a new language now?
16. Do the boys from Brazil speak Spanish?
17. Are there many large buildings in the suburbs?
18. Is there a TV set in the living room?
19. Is Jane driving downtown with her father?
20. Do Mr. and Mrs. Weston have a son?
21. Is there a yellow house across the street?
22. Are the teachers coming to the party early?
23. Does Paul like to play the piano?
24. Are there many big apartment houses here?
25. Is this lesson difficult to understand?

C. Questions

1. *Complete each question with the appropriate auxiliary. Then complete the short answer. Follow the examples.*

Examples:	— Paul know his lesson?	Yes, —.
	Does Paul know his lesson?	Yes, **he does.**
	— you leaving now?	No, —.
	Are you leaving now?	No, **I'm not.**

1.	— Mary from Florida?	No, —.
2.	— Mary like the university?	Yes, —.
3.	— many students ride bicycles?	Yes, —.
4.	— Mary need a bicycle?	No, —.
5.	— the professors very friendly?	Yes, —.
6.	— there an informal party tonight?	No, —.
7.	— Jane attending the university?	Yes, —.
8.	— the Westons live near the campus?	Yes, —.
9.	— all the students have scholarships?	No, —.
10.	— there many students from Canada?	Yes, —.

2. *Complete each question with the appropriate interrogative word. Then answer in a complete sentence, using the words on the right.*

Example: — do you need?	(some sugar)
What do you need?	**I need some sugar.**
1. — are you going now?	(to the store)
2. — was the open house?	(last Friday)
3. — is that at the door?	(Jane Weston)
4. — does the library open?	(at nine o'clock)
5. — does Mary live?	(in that house)
6. — is she writing today?	(a letter to Tom)
7. — is that good-looking boy?	(Jack Rossi)
8. — is the name of his roommate?	(Tony Vega)
9. — isn't Mr. Weston at home?	(because he's working now)
10. — does he need a garage?	(because he has a new car)

D. The Use of the Infinitive

Use these infinitive expressions in original questions. Give a short **yes** *or* **no** *answer to each question. Follow the examples.*

Examples: happy to see him	Are you **happy to see him?** **Yes, I am.**
want to sit here	Do they **want to sit here?** **No, they don't.**
something to do	Is there **something to do?** **Yes, there is.**

1. need to go downtown	11. something to read
2. good to be at home	12. seem to understand you
3. like to study English	13. want to learn Spanish
4. sorry to be late	14. ready to go to school
5. easy to learn French	15. important to be on time
6. time to visit Mary	16. need to know the rules
7. seem to be friendly	17. lucky to get a scholarship
8. possible to walk there	18. sorry to hear the bad news
9. like to watch TV	19. prefer to live near school
10. glad to be here	20. difficult to read Japanese

III. REVIEW OF PRONOUNS

A. Object Pronouns

Read each imperative sentence; then read it again, using an object pronoun whenever possible. Follow the examples.

Examples: Please spell *your name.*
Please spell **it.**

Let's find *Dave and Paul.*
Let's find **them.**

Read *the answer* to *Jack.*
Read **it** to **him.**

1. Please repeat *this sentence.*
2. Let's ask *Jack* tomorrow.
3. Look at *these pictures.*
4. Let's watch *TV* tonight.
5. Pronounce *these vowels* fast.
6. Please do *the exercises* now.
7. Let's wait for *Mary* here.
8. Practice *your English* every day.
9. Please play *your new record.*
10. Let's visit *the Westons* tomorrow.
11. Study *these examples* tonight.
12. Let's listen to *the news* now.
13. Please try to understand *those people.*
14. Let's finish *our homework* tonight.
15. Close all of *the windows and doors.*
16. Copy *these words* in *your notebook.*
17. Please call *Dave and me* at seven o'clock.
18. Let's write to *Jane and her family.*
19. Please help *my brother and me* with *our work.*
20. Please sit here with *your sister.*
21. Answer *all the questions* for *Professor White.*
22. Please open *the door* for *Mrs. Weston.*
23. Please introduce *your roommates* to *Mary.*
24. Sing *this song* for *Mr. and Mrs. Weston.*
25. Please attend *the party* with *Jack and me.*

B. The Substitute Word one(s)

Read each negative sentence and add an affirmative sentence; use a subject pronoun and the adjective on the right with **one** *or* **ones.**

Examples: Mary doesn't want a short coat. (long)
She wants a long one.

The Westons don't like noisy parties. (quiet)
They like quiet ones.

1. Jack doesn't like difficult tests. (easy)
2. The neighbors don't have a large yard. (small)
3. Dave doesn't understand the last lesson. (first)
4. Paul doesn't want an expensive lamp. (cheap)
5. The Westons don't need a double garage. (single)
6. The professor doesn't like wrong answers. (right)
7. The girls don't want a big record player. (little)
8. Mary doesn't know the short teacher. (tall)
9. Jane doesn't like hot sandwiches. (cold)
10. The Westons don't have a noisy car. (quiet)
11. Paul doesn't want an old bicycle. (new)
12. The boys don't like serious stories. (funny)
13. Mrs. Weston doesn't have a bad refrigerator. (good)
14. That school doesn't have many old teachers. (young)
15. Mary and Jane don't enjoy sad movies. (happy)

C. Determiners Used as Pronouns

Make three new sentences for each sentence below. Use each determiner on the right as a subject pronoun with **of.** *Follow the example.*

Example: These books are new. (both, some, each)

Both of these books are new.
Some of these books are new.
Each of these books is new.

1. Those students are Japanese. (one, all, several)
2. These houses are made of brick. (some, many, each)
3. Those girls live near the campus. (both, one, some)
4. These bicycles are easy to ride. (all, both, several)
5. Those houses are very modern. (each, some, three)

6. These old trees are lovely. (all, each, many)
7. Those boys are good-looking. (one, two, both)
8. These new coats are attractive. (some, all, every one)
9. Those neighbors are friendly. (both, many, several)
10. These TV sets are expensive. (many, each, all)

IV. WORD ORDER

Arrange each group of words in the correct order and read the sentence. A question mark (?) below the words indicates a question.

Examples:

you	they	**Are you studying?**
studying	English	
are	speak	**They don't speak English.**
?	don't	

1. meet / I'm / you / glad / to
2. need / Mary / a / doesn't / bicycle
3. in / born / Alaska / Tony Vega / was / ?
4. you / where / now / are / going / ?
5. watch / a / find / to / TV / let's / place
6. den / have / set / their / in / TV / the Westons / their
7. all / does / housework / of / Mrs. Weston / do / the / ?
8. help / Jane / at / Mrs. Weston / and / home / Mary
9. that / is / name / of / building / what / the / ?
10. for / there / party / us / there / a / was / yesterday
11. to / you / the / going / why / library / are / ?
12. many / to / need / books / we / read / good

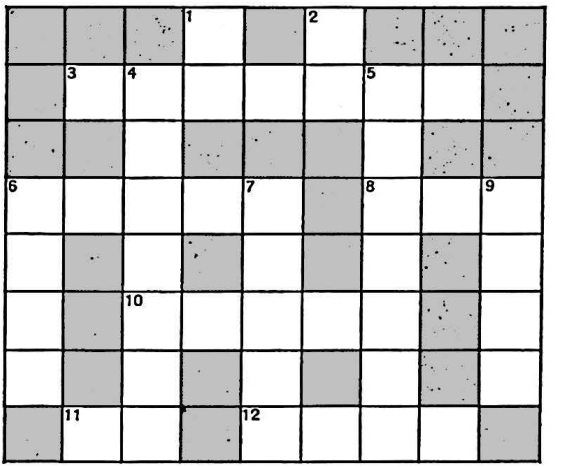
13. a
there
place
is
eat
here
to
?

14. to
letters
much
doesn't
write
Mary
have
time

15. a
me
write
to
letter
please
soon
long

16. of
your
both
are
those
friends
boys
?

CROSSWORD PUZZLE
A Review of Some Words in Lessons 1-4



ACROSS →

3. — is the name of a country, a continent, and a hemisphere.
6. Tony Vega's father and mother were born in —.
8. Mary is a — foreign student at the University.
10. A commentator uses English that is — and easy to understand.
11-12. The leaves turn red, yellow, and brown — the —.

DOWN ↓

1. Mary thinks it's interesting to — with an American family.
2. Paul says — to his new friend.
4. A citizen of Mexico is a —.
5. — America is between Mexico and South America.
6. Is it — that every name has an interesting story?
7. Mary keeps her books on a — in her room.
9. Some of the houses are made of —.

6 LESSON SIX

AT THE BANK

Dave is walking down the street when he sees his friend Paul.

Dave: Hi, Paul. Don't you have a class this afternoon?

Paul: Yes, I do. But I'm going to the bank first.

Dave: Doesn't the bank close at three o'clock?

Paul: No, it's open until three-thirty. Where are you going?

Dave: To the post office, across the street.

Paul: Good! Why don't we go together?

Dave: What a busy hour! There's a line of people at every window.

Paul: Let's see. Which line is the shortest?

Dave: They all look the same to me. Why don't you join this one?

Paul: O.K. It's just a matter of luck anyway.

Paul: Good afternoon. I want to cash a check, please.

Teller: Do you have an account here?

Paul: Yes, I do.

Teller: Would you like all the money in cash?

Paul: No, I'd like to deposit sixty dollars of it.

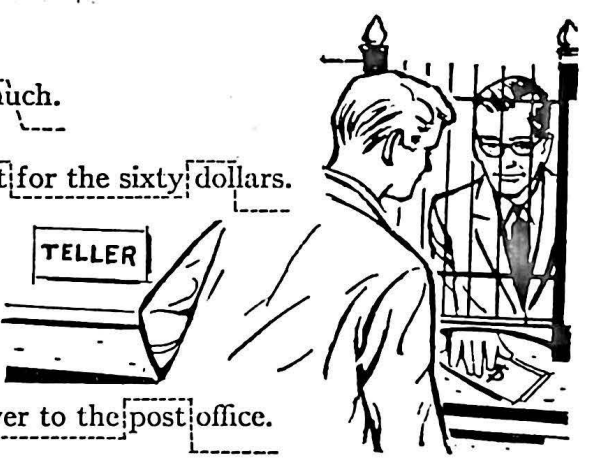
Teller: Please endorse the check on the back.

Paul: Oh, yes, of course. I always forget that.

Teller: And how do you want the cash?

Paul: Two tens, three fives, and five ones, please.

Teller: Ten, twenty; twenty-five, thirty, thirty-five; thirty-six, thirty-seven, thirty-eight, thirty-nine, forty.



Paul: Thank you very much.

Teller: Here's your receipt for the sixty dollars.

Paul: Thanks again.

Teller: You're welcome.

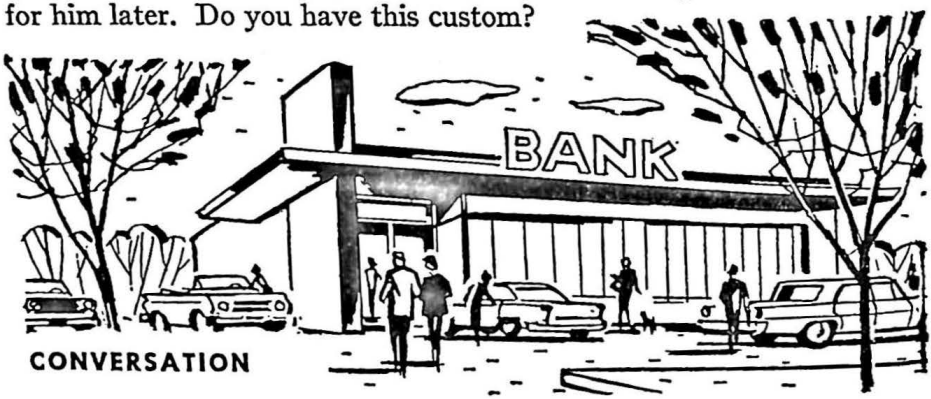
Dave: Now let's hurry over to the post office.

Paul: All right, but why hurry? We have lots of time.

BANKING CUSTOMS

Do you go to a bank downtown, or do you go to a branch bank? The branch banks in different parts of a city are often more convenient. A person can walk to a bank near his home, or he can park his car there easily if he drives. The tellers in these small banks are usually very friendly, and they often know the names of their customers. Incidentally, the tellers in American banks are often women.

In many banks around the world, there are two kinds of bank accounts, a savings account and a checking account. The first one earns interest; the second one often costs a little, but the customer likes the convenience of it. If he has money in his account, he can write checks and pay his bills by mail. Thus he saves time, he doesn't need to carry a lot of cash, and his checks become a permanent record for him later. Do you have this custom?



CONVERSATION

Give one or more answers to each question, using complete sentences.

1. Where are the boys going before class?
2. Why is Paul going to the bank?
3. Does he have a large check?
4. Are there many people in the bank?
5. How does a person cash a check?
6. Does Paul want all the money in cash?
7. Why do some people like a branch bank?
8. In general, what are the two kinds of bank accounts?
9. What is the difference between them?
10. When is a checking account convenient?

PRONUNCIATION

A. WORD DRILL (Sound and Stress)

Each group of words illustrates a particular *consonant sound*, most often at the beginning of a syllable. For comparison, the sounds are arranged in four pairs of voiced and voiceless sounds.

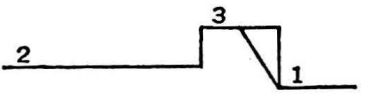
Pronounce these words clearly, and watch the stressed syllables.

/p/ Paul park please párty péople proféssor háppy Eúrope
/b/ be bed back blue block branch búsy bícycle beáutiful
/t/ too Tom time turn true táble téller atténd télevision
/d/ do don't den dear desk down drawer dóuble dífferent
/k/ come cash córner clóset cúpboard cóuntry kítchen
/g/ go good give game guess great agáin grándfather
/ʧ/ chair check chest child Chinése much watch náturally
/ʤ/ join Jane July Japán Japanése Gérmany génerally

B. SENTENCE DRILL (Sound, Stress, and Intonation)

Each sentence has several words with the same *consonant sound.* The *stress* on certain syllables is important for the rhythm. At least one stress is higher in tone than the others.

Here is the basic *intonation* pattern:



Repeat each sentence three times.

/p/ 1. Sĕveral pĕople at the pārty were profĕssors.
/b/ 2. The bŏys were bŭsy with their beăutiful bīcycles.
/t/ 3. Nŏw it's tĭme to tŭrn on the tēlevision.
/d/ 4. You dŏn't need a dĭfferent dĕsk in the dēn.
/k/ 5. The kĭtchen has a cūpboard in the cŏrner.
/g/ 6. The gāme was gōod. Let's gŏ agāin.
/ʧ/ 7. The tēacher lĭkes the Chĭnese chĭldren very mūch.
/ʤ/ 8. Jāne was bŏrn in Jūne or Julў, nŏt Jānuary.

STRUCTURE

IMPERATIVE SENTENCES

I. AFFIRMATIVE AND NEGATIVE FORMS

Repeat each pair of sentences, affirmative and negative, from left to right. Example: **Close your books. Don't open your books now.**

AFFIRMATIVE	NEGATIVE
Close your books.	Don't open your books now.
Listen carefully.	Don't talk now.
Repeat each sentence.	Don't write the sentences.
Let's go together.	Let's not hurry.
Let's walk today.	Let's not wait for John.
Let's stop at the bank.	Let's not go to the library.

- Use the simple form of the verb in an imperative sentence.
- In the negative, use **do not (don't)** or **let's not** before the verb.

II. POLITE FORMS

Repeat each group of sentences after your teacher.

AFFIRMATIVE	NEGATIVE
Please close your books.	Please don't open your books.
Close your books, please.	Don't open your books, please.

Will you (please) close your books?
Would you (please) close your books?

- The usual polite form is **please** + (**don't**) + the verb.
- The word **please** may come first or last in a sentence.
- The question forms with **will you** and **would you** are very polite.

▶ 1. *Use these verbs in polite affirmative sentences.*

Example: read — Please read this book.

1. speak	3. write	5. endorse	7. come
2. cash	4. answer	6. deposit	8. give my love

▶ 2. *Use these verbs in polite negative sentences.*

Example: open — Please don't open your books.

1. be	4. use	7. look	10. drive
2. do	5. buy	8. wait for	11. park
3. eat	6. ask	9. leave	12. forget

▶ 3. *Use these verbs in sentences with* **let's** *and then with* **let's not.**

Example: stay — Let's stay for an hour.

Let's not stay for an hour.

1. go	4. stop	7. pay	10. watch
2. see	5. join	8. take	11. hurry
3. get	6. find	9. walk	12. invite

NEGATIVE QUESTIONS

I. WITH THE VERB BE

Repeat these questions and short answers after your teacher.

Are	you going	to class this afternoon?	Yes, I am.
Aren't	you going	to class this afternoon?	Yes, I am.
Is	the bank	open until four o'clock?	No, it isn't.
Isn't	the bank	open until four o'clock?	No, it isn't.

II. WITH VERBS OTHER THAN BE

Repeat these questions and short answers after your teacher.

Do	you **have** a class this afternoon?		Yes, I do.
Don't	you **have** a class this afternoon?		Yes, I do.
Does	the bank **close** at three o'clock?		No, it doesn't.
Doesn't	the bank **close** at three o'clock?		No, it doesn't.

III. WITH INTERROGATIVE WORDS

Repeat these questions and short answers after your teacher.

Why aren't you going to class?	Because I have a cold.
Why isn't the bank open today?	Because it's a holiday.
Why don't we go together?	All right. (O.K.)
Why doesn't he go with us?	Because he's busy now.

- Negative and affirmative questions have the same pattern.
- We generally use contractions in negative questions except in the first person singular: **Am I not going with you?**
- We often use the word **why** with negative questions.
  Notice: **Why don't we go together? = Let's go together.**

▶ 1. T: It's almost six o'clock. CL: Isn't it almost six o'clock?

1. It's time for the news. ST: Yes, it is.
2. Jane's waiting for you.
3. Her English is easy to understand.
4. The campus is beautiful.
5. The dormitories are large.

▶ 2. T: You like to walk. CL: Don't you like to walk?

1. You like a big city. ST: No, I don't.
2. You like all the cars.
3. You like to watch TV.
4. You like the advertising.
5. You like to write letters.

▶ 3. T: Most people live in cities. CL: Don't most people live . . . ?

1. Some people live in apartments. ST: Yes, they do.
2. Many people own their homes.
3. Each house has a nice yard.
4. That white one looks interesting.
5. The sign says "Open House."

▶ 4. T: I'm wearing a hat. Cl: Don't you ever wear a hat?

St: Yes, I do.

1. I'm watching TV.
2. I'm writing a letter.
3. I'm reading the paper.
4. I'm going to the movies.
5. I'm studying at home.

▶ 5. T: Let's go together. Cl: Why don't we go together?

St: All right.

1. Let's hurry.
2. Let's wait here.
3. Let's join this line.
4. Let's talk with Mary.
5. Let's take her for a ride.
6. Let's park the car here.
7. Let's listen to the radio.
8. Let's have lunch together.
9. Let's pay the bill now.
10. Let's buy this newspaper.

THE WORD CAN

I. IN STATEMENTS

Repeat these compound sentences after your teacher.

S + can /kən/ + V(sf) + C					S + can't /kænt/ + V(sf) + C			
I	can	see	the sign,	but	I	can't	read	it.
He	can	speak	English,	but	he	can't	write	it.
She	can	go	tomorrow,	but	she	can't	stay	long.
They	can	drive	downtown,	but	they	can't	park	easily.

- The word **can** in this lesson means **be able to.**
- Use the auxiliary **can** with the simple form of the verb.
- The negative form is **cannot** /kǽnɑt/ or **can't** /kænt/.
- **Can** is pronounced /kæn/ if stressed, and /kən/ if not stressed. In statements, it is usually pronounced /kən/ with no stress.

▶ 1. T: He's able to swim. CL: She can swim, too.

He's able to help us. She can help us, too.

1. He's able to sing well.
2. He's able to drive a car.
3. He's able to play the piano.
4. He's able to ride a bicycle.
5. He's able to read Chinese.
6. He's able to write Arabic.
7. He's able to speak Spanish.
8. He's able to explain the rule.
9. He's able to pronounce the name.
10. He's able to answer the question.

▶ 2. *Make sentences with* **can't**, *using different subject pronouns.*

Examples: read music — I can't read music.
dance very well — He can't dance very well.

1. speak Turkish
2. wait for Mary
3. leave tomorrow
4. swim very well
5. do the exercise
6. pronounce my name
7. park the car here
8. join us for lunch
9. cash the check now
10. find the post office

II. IN QUESTIONS

A. Simple Questions

(1) *Repeat these questions and give the affirmative answers.*
(2) *Repeat the questions again and give the negative answers.*

Can + S + V(sf) + C — SHORT ANSWERS
/kæn/

Can we help you?	Yes, you can.	No, you can't.
Can you wait for me?	Yes, I can.	No, I can't.
Can't she hear me?	Yes, she can.	No, she can't.
Can't they park here?	Yes, they can.	No, they can't.

B. Questions with Interrogative Words

(1) *Repeat these questions and give only the short answers.*
(2) *Repeat the questions again and give the full answers.*

IW + can + S + V(sf) + C /kən/ (FULL) *or* SHORT ANSWERS

What	can	we	read	now?	(You can read)	this book.
Where	can	I	find	a pencil?	(You can find one)	in the desk.
When	can	you	cash	the check?	(I can cash it)	tomorrow.
How	can	they	go	downtown?	(They can go)	by bus.
Why	can't	he	come	today?	(He can't come)	because he's busy.

- The auxiliary **can** precedes the subject in a question.
- **Can** is pronounced /kæn/ in simple questions and short answers.
- **Can** is pronounced /kən/ after interrogative words.
- **Can't** is pronounced /kænt/ in all questions and short answers.

▶ 1. *Make questions like each example and complete the answers.*

a. Can Billy read? Yes, he can.

1. write — No, —.
2. swim — No, —.
3. talk — Yes, —.
4. ask questions — Yes, —.
5. play the piano — No, —.

b. Can't you wait for Paul? No, I can't.

1. see that sign — Yes, —.
2. find your book — No, —.
3. write a check — Yes, —.
4. mail the check — Yes, —.
5. walk to the bank — No, —.

c. Can you hear me? Yes, we can hear you.

1. see the blackboard — Yes, we — it.
2. answer this question — Yes, I — it.
3. read this German — No, we — it.
4. pronounce this word — No, I — it.
5. finish the letter now — Yes, I — it.

▶ 2. *Make a question based on each statement. Then give the answer.*

Example: I can put my books *on this table.* — Where....?
ST A: **Where can I put** my books?
ST B: **You can put them** on this table.

1. They can take Mary for a ride *on Sunday.* — When.....?
2. They can stop and see *a new house.* — What.....?
3. Paul can cash his check *at the bank.* — Where....?
4. He can go to the bank *before class.* — When.....?
5. Mr. Weston can pay his bills *by check.* — How.....?

▶ 3. *Make questions with* why *and give a possible answer to each one.*

Example: She can't read the sign. — Why.....?
ST A: **Why can't she read the sign?**
ST B: **Because it's in Greek.**

1. He can't come tomorrow. — Why.....?
2. He can't attend the meeting. — Why.....?
3. You can't cash the check now. — Why.....?
4. They can't pay the bill today. — Why.....?
5. She can't finish her letter now. — Why.....?
6. You can't join that line. — Why.....?
7. He can't deposit his money now. — Why.....?
8. She can't draw her money out today. — Why.....?
9. They can't talk to the teller now. — Why.....?
10. We can't wait for the bus here. — Why.....?
11. We can't read that book tomorrow. — Why.....?
12. You can't go swimming now. — Why.....?

ENGLISH ADVERBS

Adverbs and adverbial expressions modify a verb, an adjective, or another adverb. Since there are several kinds of adverbs and their position in a sentence may vary greatly, it is possible to give only the basic patterns here.

I. ADVERBS OF PLACE

(1) *Repeat each group of sentences after your teacher.* (2) *Then repeat each sentence in* A *and the corresponding sentence in* B.

A. After the Verb	B. After the Direct Object
Her room is **upstairs.**	She has a desk **upstairs.**
She studies **there.**	She does her homework **there.**
The TV set is **downstairs.**	We have a TV set **downstairs.**
Let's go **down** and watch TV.	Let's take our books **down.**
Mr. Weston is going **downtown.**	He has an office **downtown.**
He goes **out** every day.	He leaves his car **out.**
He comes **back** at 5:30.	He drives his car **back.**
He stays **home** after dinner.	He takes some work **home.**

- An adverb of place answers the question *where.*
- These adverbs usually follow the direct object if there is one; otherwise, they usually follow the verb.
- Instead of an adverb, there is often a phrase that indicates a place. *Examples:* **She has a desk in her room. She studies at her desk.**

▶ T: Let's go home. Cl: Let's go home.

walk	Let's walk home.
stay	Let's stay home.
here	Let's stay **here.**

1. eat	5. clean the rooms	9. downtown
2. work	6. there	10. take the bus
3. upstairs	7. put the flowers	11. cash the check
4. study	8. wait for Mary	12. at the bank

II. ADVERBS OF TIME

Repeat each pair of sentences after your teacher. (*left to right*)

TIME	PLACE + TIME
Paul has a class this afternoon.	He's leaving here early.
He wants to cash a check today.	He's going to the bank now.
We have classes in the morning.	We stay at school until noon.
We hear the news at six o'clock.	We watch it on TV every day.

- An adverb of time answers the question *when*.
- These adverbs usually follow the direct object or an adverb of place if there is one; otherwise, they usually follow the verb.
- Some adverbs like now, then, today, and tomorrow may come first in a sentence, but their most common position is at the end.
- There are also many phrases that tell *when*, such as on Monday, in the morning, at noon, until three, this week, and every day.

▶ T: We can go today. CL: We can go today.

meet John	We can meet John today.
later	We can meet John later.

1. eat
2. help you
3. write letters
4. tomorrow
5. see Mary
6. drive downtown
7. shop there
8. this afternoon
9. go to the post office
10. practice English
11. work here
12. tonight

III. ADVERBS OF MANNER AND DEGREE

A. Adverbs with -ly

Repeat these adjectives and adverbs after your teacher.

slow – slowly	quiet – quietly	true – truly
glad – gladly	correct – correctly	sure – surely
nice – nicely	serious – seriously	simple – simply
warm – warmly	careful – carefully	special – especially
easy – easily	natural – naturally	specific – specifically

- Many adverbs are made from adjectives by adding -LY.
- Notice the spelling of easily, truly, simply, especially, and specifically.

B. Adverbs of Manner

Repeat each pair of sentences after your teacher. (left to right)

She sings **well.**	She takes her music **seriously.**
We study **hard.**	We read our lessons **carefully.**
He reads **fast.**	He learns the new words **easily.**
I walk **slowly.**	I can drive home **quickly.**

- An adverb of manner answers the question *how* or *in what manner.*
- These adverbs usually follow the direct object or an adverb of place, if there is one; otherwise, they usually follow the verb.
- A few adverbs have the same form as adjectives: **hard, fast.**
- The word **well** is the adverbial form for the adjective **good.**

▶ *Complete these sentences with* -LY *adverbs that correspond to the adjectives in the preceding sentences. Which adverb is irregular?*

Example: The music is *slow.* They play it **slowly,** too.

1. That girl is *beautiful.* She also sings —.
2. She is a *kind* person. She speaks — to everyone.
3. John is *happy* with his work. He works — every day.
4. That's an *interesting* story. He also tells it —.
5. It's not very *warm* today. You need to dress —.
6. We're *serious.* We're thinking about it —.
7. Dave and Tony are *good* friends. They work — together.
8. English isn't *easy* for me, but others learn it —.
9. Be *careful* of the sound /æ/. Please listen —.
10. That's *correct.* You're pronouncing the word —.
11. I'm *lucky* to be here. — I have a scholarship.
12. The *official* name of the country is the United States of America, and the people are — Americans.

C. Adverbs of Degree

Repeat these sentences after your teacher.

1. With Verbs

Dave **really** sings well.	We like his voice **very much.**
He **surely** sings a lot.	He sings **a great deal.**
He **certainly** likes to sing.	He likes old songs **especially.**

2. With Adjectives and Adverbs of Manner

Mary is **rather** quiet.	She speaks **quite** softly.
Her English is **very** good.	She knows English **very** well.
Those boys are **so** noisy.	They talk **too** loudly. (loud)

- An adverb of degree tells *how much* or *to what extent.*
- These adverbs intensify a verb, an adjective, or another adverb.
- Words like **very, rather, quite, too,** and **so** occur only before adjectives and adverbs of manner.
- Long expressions like **very much** and **a great deal** follow the direct object if there is one; otherwise, they follow the verb.

▶ 1. T: Is Jack very busy? CL: Is Jack very busy? ST: Yes, he is.

tired	CL: Is Jack very **tired**?	ST: Yes, he is.
really	Is Jack **really** tired?	Yes, he is.

1. quiet	4. quite	7. very
2. rather	5. good-looking	8. young
3. tall	6. popular	9. friendly

▶ 2. *Read each sentence, including the word in parentheses.*

Examples: The boys need to hurry. (surely)
The boys **surely** need to hurry.
They like that class. (very much)
They like that class **very much.**

1. They want to get there on time.	(really)
2. Dave likes the professor.	(very much)
3. The boys carry a lot of books.	(certainly)
4. They study in the library.	(a great deal)
5. Paul needs some cash today.	(really)
6. He needs to go to the bank.	(surely)
7. He wants to cash his check.	(simply)
8. He likes a check from home.	(especially)
9. He likes the tellers at the bank.	(very much)
10. He forgets to endorse a check if he's in a hurry.	(simply)

IV. FREQUENCY WORDS

A. After the Verb *be*

(1) *Repeat each question with one of the affirmative answers.*
(2) *Then repeat the questions again with negative answers.*

Is he ever late?	Yes, he's often late.	No, he isn't ever late.
often	frequently	often
always	always	always
usually	usually	usually
sometimes	sometimes	

No, he's never late.
seldom
rarely

B. Before Other Verbs

Repeat these questions and answers after your teacher.

Do you ever see her?
- Yes, I often see her.
- No, I don't ever see her.
- No, I never see her.

Do you always see her?
- Yes, I always see her.
- No, I don't always see her.
- No, I seldom see her.

Do you usually see her?
- Yes, I usually see her.
- No, I don't usually see her.
- No, I rarely see her.
- No, I hardly ever see her.

- Frequency words are adverbs that indicate the general frequency of an action within an indefinite period of time.
- Use these words after the verb be, but before all other verbs.
- Use ever only in questions and negative statements.
- Use sometimes only in questions and affirmative statements.
- Never, seldom, rarely, and hardly are negative words. Use them only in statements, without the word not. Hardly ever = rarely.

▶ 1. T: He's always late. Cl: He's always late.

never — He's never late.
ready — He's never ready.

1. usually
2. lucky
3. seldom
4. tired
5. sometimes
6. wrong
7. often
8. busy
9. generally
10. serious
11. rarely
12. right

▶ 2. *Read each sentence, including the word in parentheses.*

Example: Mary goes to the bank every week. (usually)
Mary **usually** goes to the bank every week.

1. Mary needs money for clothes and books. (often)
2. She draws twenty dollars out of her account. (sometimes)
3. She and Jane go shopping downtown. (frequently)
4. The girls take the bus downtown. (always)
5. Mrs. Weston goes with them. (seldom)
6. The girls like to look in the windows. (generally)
7. Mary spends her money carefully. (usually)
8. Jane buys clothes with her money. (sometimes)
9. They spend all their money at one store. (never)
10. The girls don't buy expensive dresses. (ever)

PREPOSITIONS

There are not many prepositions, but they connect hundreds of other words. The best way to learn prepositions is to hear them and use them in phrases and sentences. Here are a few examples.

IN — ON — AT

(1) *Repeat these prepositional phrases after your teacher.*
(2) *Make substitutions where there are words in parentheses. For example,* in Asia, in Africa, in South America; in 1620, in 1950.

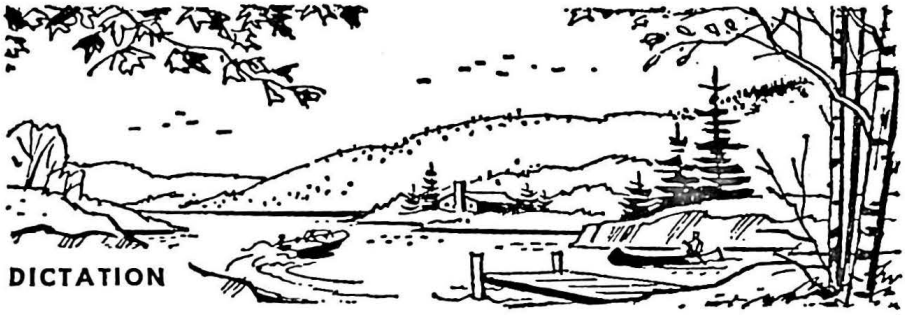
	PLACE	TIME
in	in Asia (*continent*) in Japan (*country*) in Florida (*state*) in New York (*city*) in the bank (*building*)	in 1620 (*year*) in January (*month*) in the fall (*season*) in a week (*unit of time*) in the morning
on	on the wall on the door on the desk on the lake on Main Street	on Monday (*day of the week*) on January first (*date*) on the first of January on New Year's Day (*special day*) on Thanksgiving Day
at	at the bank at the door at the desk at the lake at 326 Main Street	at six o'clock at three-thirty at noon, at night at midnight at Christmas time

- A preposition is usually followed by a noun or a pronoun.
- In, on, and at are all used in expressions of place and time, but each one has its own basic meaning.

▶ *Read these sentences with the preposition* **in, on,** *or* **at** *in the blank.*

1. The boys are — the bank now. (*two answers*)
2. There's a line — every window.
3. Please endorse the check — the back.
4. Doesn't the bank close — three o'clock?
5. Jane's studying — her room now.
6. She's sitting — her desk.
7. Her books are — the desk.
8. She has pencils and paper — the drawer.
9. There are several pictures — the wall.
10. Her clothes are — the closet.
11. Mary has a scholarship — the United States.
12. Many students live — large dormitories.
13. The dormitories are — the campus.
14. The girls usually hear the news — six o'clock.

15. They often watch television — the evening.
16. There's a party — the International Center tonight.
17. The Westons are spending a week — the lake.
18. Many people are swimming — the lake today.
19. There are also many boats — the lake.
20. The leaves — the trees are turning yellow now.
21. There are three bedrooms — that house.
22. All of the rooms are — one floor.
23. There are many different countries — the world.
24. How many are there in Asia? in Europe? in Africa?
25. The Japanese live in Japan, the Italians in Italy, the Canadians in Canada, and the Brazilians in Brazil.



DICTATION

Your teacher will read the following paragraph three times:
(1) *the whole paragraph, at normal speed—for you to* hear *it;*
(2) *each sentence or unit, with punctuation—for you to* write *it;*
(3) *the whole paragraph again—for you to* check *your spelling.*

1. Dave and Paul are good friends. 2. One afternoon Dave is walking down the street, and he sees Paul. 3. Each one has a class at four o'clock, but Dave needs some stamps and Paul needs some money. 4. In fact, Paul doesn't have a cent in his pocket, but he has a check from home. 5. Naturally he wants to cash it. 6. The boys go to the bank first because it closes at three-thirty. 7. At this hour of the day, there are always a lot of people in the bank. 8. Some want to deposit money in their accounts, and others want to draw money out. 9. Paul joins one of the lines, and Dave waits for him.

Note: The teacher may prefer to choose several lines of dialogue on page 80, or one of the paragraphs on page 81.

VOCABULARIO *¿Conoce Ud. estas palabras y expresiones?*

account cuenta /əkáunt/
anyway de cualquier /éniwè/ modo
back dorso, revés, /bæk/ reverso
bank banco /bæŋk/
***become** convertirse en /bɪkóm/
bill cuenta, factura /bɪl/
branch sucursal, /brænʧ/ dependencia
***carry** llevar /kǽri/
cash efectivo (dinero) /kæʃ/
***cash** cambiar, cobrar /kæʃ/
check cheque /ʧək/
convenience comodidad, /kənvínyəns/ conveniencia
***cost** costar, valer /kɔst/
customer cliente /kástəmə-/ (comprador)
***deposit** depositar, /dɪpázɪt/ ingresar
down abajo /daun/
draw out extraer /drɔ̀ áut/ dinero
***earn** devengar, /ə-n/ ganar
easily fácilmente /ízəli/
***endorse** endosar /ɪndɔ́rs/
***hurry** apresurarse /há-i/
incidentally a propós- /ìnsədéntəli/ ito
interest interés /íntrɪst/
***join** incorporarse a, /ʤɔɪn/ sumarse a
lots of mucho(s). gran /láts əv/ cantidad de
luck suerte /lək/
mail correo, correspon- /mel/ dencia
matter asunto, /mǽtə-/ cuestión
O.K. bueno, está bien /òké/
***park** estacionar(se) /pɑrk/ vehículo
part parte, sección /pɑrt/
permanent permanente /pə́-mənənt/
pocket bolsillo /pákɪt/
post office oficina (casa) /póst ɔ̀fɪs/ de correos
receipt recibo /rɪsít/
record registro, apunte /rékə-d/
***save** ahorrar, econo- /sev/ mizar
savings ahorros /sévɪŋs/
teller pagador, cajero /télə-/
thanks gracias /θæŋsk/
thus así /ðas/
until hasta, hasta que /ənt́íl/

Nota: Los verbos se señalan con un asterisco (*) en el vocabulario.

Expresiones útiles

(walk) down the street (andar) calle abajo
What a busy hour! ¡Cuánta actividad hay aquí ahora!
Let's see veamos, a ver, vamos a ver
a matter of luck cuestión de suerte
Would you like . . . ? ¿quiere Ud . . . ?
I'd like to quisiera, quiero
Of yes, of course ¡Ah, si, por supuesto!
two tens and three fives dos de a diez y tres de a cinco
hurry over to the post office apresurarse a pasar por el correo
Why hurry? ¿Por qué apresurarse?
by mail por correo
branch bank sucursal de banco
savings account cuenta de ahorro
checking account cuenta corriente, cuenta de cheques

7 LESSON SEVEN

AT THE POST OFFICE

Paul: Well, there are lines here, too!

Dave: Here's one just for stamps. That doesn't take long, does it?

Paul: No. It takes longer for packages and registered letters.

Dave: Ten five-cent stamps, please, and five airmail stamps.

Clerk: All right. Is that all?

Dave: No. Here's a letter for Europe and one for South America.

Clerk: Airmail? That's fifteen cents each.

Dave: And what's the postage to the Far East?

Clerk: Twenty-five cents by airmail and eleven by regular mail.

Dave: What about air letters? They aren't so expensive, are they?

Clerk: No, they're eleven cents to any place in the world.

Dave: Good! I can use five of them.

Clerk: Is there anything else?

Dave: Oh yes, I need some stamped envelopes, too.

Clerk: How many? Can you use ten?

Dave: Yes, that's fine. Now how much do I owe you?

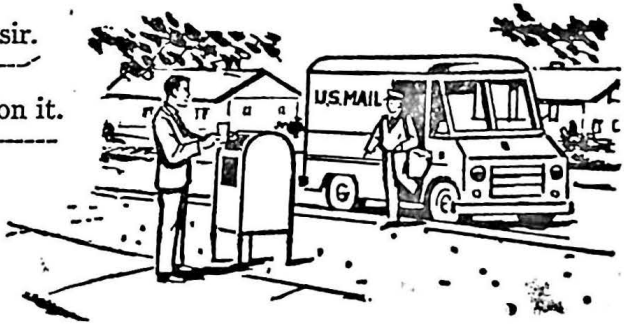
Clerk: Let's see. Fifty cents for the regular stamps, forty and thirty for the airmail stamps, fifty-five for the air letters, and sixty for the envelopes. Altogether that's two thirty-five.

Dave: You can change this ten-dollar bill, can't you?

Clerk: Yes. Two thirty-five . . . three, four, five, and five is ten.

Dave: Thank you, sir.

Clerk: Don't mention it.



POSTAL CUSTOMS

Besides the main post office downtown, there are many branches in a large city. There are also big mailboxes on certain corners, perhaps every two or three blocks. Thus, if a person has stamps, he can mail letters near his home. A mail truck picks up these letters several times a day and takes them to the main post office.

An American mailman (postman) delivers mail once a day to private homes and three times a day to business offices downtown. In the country, where each house has a mailbox beside the road, the mailman arrives by car every day and puts the mail in these mailboxes. He carries letters and postcards, magazines and small packages; there is also a lot of advertising in the mail as well as envelopes with bills in them. He always has a heavy load at Christmas time, when people send cards or packages to their friends and relatives.

NOTAS

1. *Air letter* (*aerograma*) es un papel de carta especial que se compra en el correo. El papel viene franqueado y se pliega en forma de sobre. Pesa muy poco y sirve para correspondencia aérea internacional.
2. En la religión cristiana, *Christmas* (Navidad) es la celebración anual del nacimiento de Jesús, que cae el 25 de diciembre. *Christmas time* es la época del 24 de diciembre al 6 de enero, aunque ya antes del 24 de diciembre se envían por correo tarjetas y regalos de Navidad.

CONVERSATION

Give one or more answers to each question, using complete sentences.

1. What can we buy at a post office?
2. Are the boys happy to see the lines there?
3. Do you think Dave writes a lot of letters?
4. What kind of stamps does he buy?
5. How does he send his letter to Europe?
6. How many air letters does he want?
7. How much money does he spend altogether?
8. Can the clerk change his bill?
9. Do you like to write letters?
10. Where do you usually mail your letters?
11. Do you like to receive letters?
12. When does the mailman come to your house?
13. What does he deliver besides letters?
14. Where do you buy your stamps?
15. What is the postage for airmail in your country?
16. What is the postage for regular mail?

PRONUNCIATION

A. WORD DRILL (Sound and Stress)

Each group of words illustrates a particular *consonant sound*, most often at the beginning of a syllable. For comparison, the sounds are arranged in four pairs of *voiced* and *voiceless* sounds.

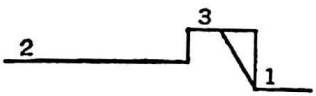
Pronounce these words clearly, and watch the stressed syllables.

/f/ for far fall find from friend France fámily fávorite
/v/ have give véry évery convénient varíety univérsity
/θ/ thank think thing third month báthroom Thúrsday
/ð/ the they them this that these those there bróther
/s/ say some seem send stamp sófa sécond acróss cértainly
/z/ news trees please clothes éasy álways hóuses mágazines
/ʃ/ she shelf short sure súgar shówer fínish inspéction
/ʒ/ garáge úsually

B. SENTENCE DRILL (Sound, Stress, and Intonation)

Each sentence has several words with the same *consonant sound.*
The *stress* on certain syllables is important for the rhythm.
At least one stress is higher in tone than the others.

Here is the basic *intonation* pattern:



Repeat each sentence three times.

/f/ 1. A friend of the family is coming from France in the fall.
/v/ 2. Everything is very convenient at the University.
/θ/ 3. Today is the third Thursday in the month.
/ð/ 4. They say those boys over there are brothers.
/s/ 5. The second house across the street is certainly nice.
/z/ 6. There's always some news in those magazines.
/ʃ/ 7. I'm sure she's finishing her letter in English.
/ʒ/ 8. They usually put their car in the garage.

STRUCTURE

NOUNS AND THEIR MODIFIERS

I. SIMPLE NOUNS AS MODIFIERS

Repeat the examples in A *and* B *after your teacher.*
Example: a bank, a branch bank, many branch banks

A. Noun + Head Noun

HEAD NOUN	NOUN + NOUN	NOUN + NOUN
a bank	a branch bank	many branch banks
an account	a bank account	two bank accounts
an office	a post office	four post offices
a stamp	a five-cent stamp	ten five-cent stamps
a bill	a ten-dollar bill	five ten-dollar bills

- One noun is often used as a modifier before another noun.
- The first (modifying) noun is usually singular: dollar bill.
- The second (head) noun is singular or plural: dollar bill(s).
- Sometimes there are two modifying nouns before the head noun.
  Examples: a branch post office, a corner shoe store

B. Two Different Stress Patterns

1. NOUN + NOUN		2. ADJ + NOUN
a péncil bòx	a máilbòx	a làrge bóx
a rádio màn	a máilmàn	a tàll mán
óffice wòrk	hómewòrk	hàrd wórk

- We often stress the modifying noun more than the head noun, but an adjective before a noun usually has less stress.
  Examples: a pencil box, a mailbox. BUT: a large box.
- In many cases, we write the two nouns as a single word.

▶ 1. *Complete these sentences, using a double noun in each blank.*

Example: An office for business is a —.
An office for business is a business office.

1. A bank that is only for savings is a —.
2. An account that is only for checking is a —.
3. A bill with the value of ten dollars is a —.
4. A check for fifty dollars is a —.
5. A stamp with the value of five cents is a —.
6. A stamp for a letter that goes by air is an —.
7. A truck that picks up the mail is a —.
8. A large building with many apartments is an —.
9. A shelf for books is a —.
10. The books that we use for notes are —.
11. The order of the words in a sentence is the —.
12. A list of people who have telephones is a —.
13. The numbers of these telephones are —.
14. A dress that is made of silk is a —.
15. The coats that people wear in the winter are —.

▶ 2. *Explain briefly the meaning of each double noun below.*

Example: A corner room is ——.
A corner room is a room in the corner.

1. A bedroom is —.
2. A classroom is —.
3. A newspaper is —.
4. A table lamp is —.
5. A coffee cup is —.
6. A brick house is —.
7. A radio program is —.
8. A bookstore is —.
9. An evening class is —.
10. A summer vacation is —.

II. POSSESSIVE NOUNS AS MODIFIERS

A. The Possessive Form

Repeat these examples after your teacher.

1. Singular Nouns

(NOUN -'S) + NOUN /S/		(NOUN -'S) + NOUN /Z/		(NOUN -'S) + NOUN /IZ/	
Jack's	car	Paul's	dog	James's	hat
the clerk's	mail	Mary's	room	Alice's	aunt
one parent's	name	the man's	son	George's	pen
the student's	book	the child's	ball	the nurse's	coat

2. Plural Nouns

REGULAR -S'		IRREGULAR -'S		
the nurses'	names	the	men's	suits
the Westons'	yard	the	women's	dresses
the students'	books	the	children's	clothes

- Like a determiner, the possessive noun precedes the head noun.
- The pronunciation of -'s is the same as for the plural -s.
- We pronounce the plural possessive form like the plural noun. Irregular plurals are exceptions: men's, women's, children's.
- We usually stress the head noun more than the possessive noun.

▶ 1. *Ask a question based on each statement. Then give the answer.*

Example: My dog's name is *Spot.* What....?
ST A: **What is your dog's name?**
ST B: **It's Spot.**

1. The students' test was *last week.*	When....?
2. My mother's aunt is coming *by train.*	How.....?
3. The children's books are *on the shelf.*	Where...?
4. The man's name was *Mr. Weston.*	What....?
5. The judge's son is working *at the bank.*	Where...?
6. The doctors' wives were here *yesterday.*	When....?
7. The clerk's wife is going downtown *by bus.*	How.....?
8. My parents' picture is *in the bedroom.*	Where...?
9. The boy's father is *a mailman.*	What....?
10. The women's meeting was *last night.*	When....?

▶ 2. *Read the examples and continue around the class. Each student* (A,B,C, *etc.*) *will add a possessive phrase with the name given.*

ST A: Jack's roommate knows **Paul's friend.** Paul
ST B: Paul's friend knows **Jane's father.** Jane
ST C: Jane's father knows **Tony's teacher.** Tony
ST D: Tony's teacher knows —— ——.

1. Mary	4. George	7. James	10. John
2. Dave	5. Tom	8. Betty	11. Helen
3. Alice	6. Bill	9. Robert	12. William

B. The Possessive -'s and the Contraction -'s

(1) *Repeat each set of sentences after your teacher.* (2) *Then repeat a sentence at the left with the corresponding one at the right.*

1. (NOUN -'S) + NOUN + V + C				2. NOUN + V + C	
The clerk's	son	is	busy.	The clerk's	busy.
The doctor's	wife	is	young.	The doctor's	young.
The dog's	food	is	good.	The dog's	good.

- Notice the difference in meaning between the sentences in 1 and 2.
- The singular possessive ending (-'s) and the contraction of the verb **is** (-'s) look the same and sound the same.

▶ (1) *Read each sentence in its original form.* (2) *Then use the noun in parentheses as subject and read the new sentence.*

Examples: The boy's from Sweden. (friend)
The **boy's friend** is from Sweden.
The man's playing the piano. (brother)
The **man's brother** is playing the piano.

1. The man's in the other room. (coat)
2. The dog's in the kitchen. (food)
3. That man's teaching at our school. (wife)
4. The student's very noisy. (radio)
5. His roommate's studying French. (brother)
6. That boy's very funny. (story)
7. The woman's going downtown. (husband)
8. The child's friendly. (dog)
9. The mailman's early. (delivery)
10. The nurse's working at the hospital. (son)

C. The Possessive Phrase with of

Repeat these sentences after your teacher.

The **name of the bank** is the Central Bank.
The **president's name** is Robert Brown.
The **work of the post office** is to handle the mail.
The **mailman's work** is to deliver the mail.

The stamps of that country are popular.
This year's stamps are interesting.
The song of the river was quiet and sad.
The bird's song was beautiful and clear.

- Use a phrase with **of** after nouns that refer to objects or things.
- Use the **-'s** ending for nouns that refer to people or animals.
- Many expressions of time are also used with the **-'s** ending.
  Examples: **a week's work, today's weather, tomorrow's test**

▶ *Use the words on the right as possessives in the sentences below. Read the original sentence and then the new sentence.*

Examples: The roof is green. (house)
The roof of the house is green.
The room was very clean. (nurse)
The nurse's room was very clean.

1. The price is eight cents. (airmail stamp)
2. The name is *Life*. (magazine)
3. The food is cold. (dog)
4. The map is interesting. (world)
5. The books are expensive. (judge)
6. The campus is very large. (university)
7. The house is near the campus. (Westons)
8. The name is easy to pronounce. (mailman)
9. The main branch is downtown. (post office)
10. The office is warm and comfortable. (doctor)

WHOSE AND THE POSSESSIVE PRONOUNS

I. QUESTIONS WITH WHOSE

Repeat these questions and answers after your teacher.

Whose mail is this? It's Jack's (mail).
Whose is that? It's Paul's (mail).
Whose letters are these? They're George's (letters).
Whose are those? They're the Westons' (letters).

- The interrogative word **whose** is the possessive form of **who**.
- **Whose** usually precedes a noun, but it may also be a pronoun.

▶ 1. T: Whose hat is this? Cl: Whose hat is this?

shoes	Whose shoes are these?
boat	Whose boat is this?

1. seat	4. map	7. coffee
2. boxes	5. stamps	8. letters
3. camera	6. gloves	9. homework

▶ 2. T: This pen is Jim's. Cl: Whose pen is this? St: It's Jim's.

That dog is Tony's.	Whose dog is that?	It's Tony's.

1. This book is Mary's.
2. That seat is Paul's.
3. These maps are John's.
4. This office is Dr. Gray's.
5. Those stamps are Dave's.
6. This room is Jane's.
7. These letters are Bill's.
8. That homework is Helen's.
9. Those shoes are Jack's.
10. That car is Mr. Weston's.

II. THE POSSESSIVE PRONOUNS

Repeat these questions and answers after your teacher.

A. The Possessive Forms

Whose paper is this?	It's mine.	(my paper)
Whose money is this?	It's yours.	(your money)
Whose books are these?	They're ours.	(our books)
Is that Dave's radio?	Yes, it's his.	(his radio)
Are those Jane's keys?	Yes, they're hers.	(her keys)
Is that the boys' car?	Yes, it's theirs.	(their car)

B. The Double Possessive Phrase

Is that boy your brother?	No, he's a friend **of mine.**
Is that girl your cousin?	No, she's a cousin **of Jack's.**
Are those men your relatives?	No, they're friends **of ours.**
Are those boys your cousins?	No, they're cousins **of Paul's.**

- **Mine, yours, his, hers, ours,** and **theirs** are possessive pronouns.
- The determiners are **my, your, his, her, our,** and **their.** (Page 24)
- Both possessive nouns and pronouns may be used after **of.**

▶ 1. T: Whose pen is this? Is it yours? CL: Yes, it's mine.

Whose keys are these? Are they Paul's? Yes, **they're his.**

1. Whose mail is this? Is it mine?
2. Whose camera is this? Is it Mary's?
3. Whose stamps are these? Are they Dave's?
4. Whose house is this? Is it the Westons'?
5. Whose books are these? Are they yours and Jack's?

▶ 2. T: It belongs to Jack. CL: It belongs to Jack. It's Jack's.

They belong to us. CL: They belong to us. They're ours.

1. It belongs to you.
2. It belongs to me.
3. It belongs to Dave.
4. It belongs to Mary.
5. It belongs to them.
6. They belong to me.
7. They belong to you and me.
8. They belong to you and Paul.
9. They belong to Jane and Mary.
10. They belong to Tony and me.

▶ 3. T: He's one of my friends. CL: He's a friend of mine.

Those are his roommates. Those are roommates **of his.**

1. He's one of our teachers.
2. Mary's one of his students.
3. That's one of her sisters.
4. He's one of their uncles.
5. That's one of your old hats.
6. Those are my customers.
7. Those women are her aunts.
8. They're your new neighbors.
9. Those are their products.
10. Those are our packages.

ATTACHED QUESTIONS

I. AFFIRMATIVE STATEMENTS + NEGATIVE QUESTIONS

Repeat these questions and short answers after your teacher.

STATEMENT + QUESTION	SHORT ANSWER
She can wait for us, can't she?	Yes, she can.
The bank is open, isn't it?	Yes, it is.
The doors are open, aren't they?	Yes, they are.
Paul was in a hurry, wasn't he?	No, he wasn't.
The lines were long, weren't they?	No, they weren't.
Mary likes to walk, doesn't she?	Yes, she does.
They like to talk, don't they?	Yes, they do.
Dave has a class now, hasn't he?	No, he hasn't.
Dave has a class now, doesn't he?	No, he doesn't.
You have a meeting, haven't you?	Yes, I have.
You have a meeting, don't you?	Yes, I do.

- In conversation, we often add a short question to a statement. After an affirmative statement, the question is negative.
- If there is a form of **be** or the auxiliary **do** or **can** in a statement, repeat this form in the question with a pronoun subject.
- If the verb in the statement is in the simple present tense, use the corresponding form of the auxiliary **do** in the question.
- If the verb in the statement is **have**, use the corresponding form of **do** or **have** in the question.
- Use rising intonation on an attached question when you think you know the answer, but want to be sure. The answer is yes or no.

▶ *Add a question with* rising *intonation to each statement. Then give a short answer in the affirmative (or the negative).*

Example: The mailman comes early, ——?
The mailman comes early, **doesn't he? Yes, he does.**

1. Each house has a mailbox, —?
2. The main post office is downtown, —?
3. There's a line just for stamps, —?
4. The regular postage is five cents, —?

5. Airmail stamps are eight cents, —?
6. An air letter costs eleven cents, —?
7. You need some envelopes, —?
8. The clerk can change your bill, —?
9. The boys are going to the bank, —?
10. Paul wants to cash a check, —?

II. NEGATIVE STATEMENTS + AFFIRMATIVE QUESTIONS

Repeat these questions and short answers after your teacher.

STATEMENT + QUESTION	SHORT ANSWER
She can't wait for us, can she?	No, she can't.
The bank isn't open, is it?	No, it isn't.
The doors aren't open, are they?	No, they aren't.
Paul wasn't in a hurry, was he?	No, he wasn't.
The lines weren't long, were they?	No, they weren't.
Mary doesn't see us, does she?	No, she doesn't.
They don't know you, do they?	No, they don't.
Tony doesn't have a book, does he?	No, he doesn't.
You don't have a pencil, do you?	No, I don't.

- After a negative statement, the short question is affirmative.
- Use falling intonation on attached questions when you think your statement is true. The answer usually agrees with the statement.

▶ *Add a question with* falling *intonation to each statement. Then give a short negative answer.* (*A* yes *answer is a contradiction.*)

Example: You don't need a car, ——?
You don't need a car, do you? No, I don't.

1. It isn't easy to park a car, —?
2. Mary doesn't have a bicycle, —?
3. The boys weren't going downtown, —?
4. They don't know our names, —?
5. The bank doesn't close at three, —?
6. You don't have an account there, —?

7. The lines aren't very long today, —?
8. A checking account doesn't earn interest, —?
9. You don't need a stamped envelope, —?
10. You can't mail your letter now, —?

PREPOSITIONS

I. FROM — TO

Read each group of sentences with the prepositions indicated.

New York Italy countries Mary family Europe	from (*origin*) →	Jack's — New York. His father was — Italy. Students are here — many countries. That letter was — Mary. She receives letters — her family. She knows many students — Europe.

I'm going — the bank first. Let's hurry over — the post office. What's the postage — the Far East? People send cards — their friends. Give my love — all the family.	to (*destination*) →	bank post office Far East friends family

from X to Y →	It's a long way — Texas — Alaska. We're going — the bank — the post office. That letter was — Mary — her brother. She studies — seven — ten in the evening. He works every day — nine — five.

II. OF

Use each phrase with of /əv/ *as subject or complement of a sentence.*

Example: lots of time — We have lots of time before dinner.

1. a matter of luck
2. names of all kinds
3. a variety of houses
4. the feeling of space
5. one of my ancestors
6. the door of the office
7. some of the students
8. a lot of advertising
9. all of these things
10. the name of our country

III. FOR

Read each sentence, using the preposition for /fɔr, fɚ/.

1. (*benefit*)	This letter is — you.
	There was an informal party — us.
	Everything is convenient — her.
	That saves time — everyone.
2. (*purpose*)	She has some shelves — books.
	A closet is usually — clothes.
	That house is open — inspection.
	This line is just — stamps.
3. (*exchange*)	Thank you — your nice letter.
	Thank you — the lovely ride.
	I need one stamp — fifteen cents.
	Here's your receipt — sixty dollars.

IV. WITH

Read each sentence, using the preposition with /wɪð/ *in the blank.*

	Minnesota is a state — many lakes.
	Let's talk — the other students first.
X with Y (*together*)	Mary's living — an American family.
	The kitchen is a room — many cupboards.
	The bathroom has a tub — a shower.
	Mary's going for a ride — the Westons.

V. SPECIAL PHRASES

Repeat these sentences after your teacher.

1. He isn't in the house now. He's in the yard.
   He isn't at home now. He's at the office.
2. Don't you want to sit in this chair?
   No, thank you. I like to sit on the sofa.
3. Let's sit down here in the corner.
   There are mailboxes on certain corners.
   Can you meet me at the corner of Main Street and Fifth?

4. I seldom watch the news **on television (TV)**
   I usually hear the news **on the radio.**
5. It's **time for dinner** now. That's **for sure.**
6. They're buying their house **on time.**
   What about you? *or* **How about you?**
7. **What** are those people **like?**
   In general, they're **like** people everywhere.

DIALOGUE PRACTICE

Practice this dialogue between two students, A *and* B, *or between two sides of a divided class. Follow the stress marks, as indicated.*

Stranger: Which wa̍y to the pōst office, my bo̍y?
Boy: I don't kno̍w, si̍r.
Stranger: You do̍n't know mūch, dō you?
Boy: We̍ll, I'm no̍t lōst.

COMPOSITION

Choose one of these topics and write two or three paragraphs about it. Use short, complete sentences and the vocabulary that you know. If necessary, your teacher will give you a few new words.

1. Our Post Office
2. Our Banking Customs
3. The Life of a Mailman
4. I Like to Write Letters

VOCABULARIO *¿Conoce Ud. estas palabras y expresiones?*

air letter aerograma /ér lètɚ/
airmail correo aéreo, vía aérea /érmèl/
altogether en conjunto, por todo /ɔ̀ltəgéðɚ/
anything algo, cualquier cosa; nada /éniθiŋ/
as well as así como /əz wél əz/
beside al lado de /bisáid/
besides además de, además /bisáidz/
bill billete /bil/
card tarjeta, postal /kard/
***change** cambiar /ʧenʤ/
Christmas Navidad /krísməs/
country el campo, el interior /kóntri/
***deliver** repartir, entregar /dilívɚ/
else más /ɛls/
heavy pesado /hévi/

load carga /lod/

lost perdido, extraviado /lɔst/

magazine revista /mǽgəzin/

***mail** enviar por correo, poner al correo /mel/

mailbox buzón /mélbɑks/

mailman cartero /mélmæ̀n/

main principal, central /men/

***mention** mencionar, referirse a /mɛnʃən/

***owe** adeudar, deber a /o/

package paquete /pǽkɪʤ/

***pick up** recoger /pɪ̀k ɔ́p/

postage franqueo /póstɪʤ/

postal postal /póstəl/

postcard tarjeta postal /póstkɑ̀rd/

postman cartero /póstmæn/

private particular, privado /práɪvɪt/

registered certificado /rɛ́dʒɪstə·d/

regular ordinario, corriente /rɛ́gyələ·/

relative pariente /rɛ́lətɪv/

***send** enviar, mandar /sɛnd/

sir señor /sə·/

stamp estampilla, sello /stæmp/

stamped franqueado, timbrado /stæmpt/

stranger desconocido, forastero /stréɴʤə·/

***take** llevar /tek/

truck camión /tɹək/

way dirección, camino /we/

Nota: Los verbos se señalan con un asterisco (*) en el vocabulario.

Expresiones útiles

That doesn't take long. Eso no demora mucho.

ten five-cent stamps diez estampillas de cinco centavos

fifteen cents each a quince centavos cada uno(a)

Is there anything else? ¿(Hay) Algo más?

That's two thirty-five. Son dos treinta y cinco.

a ten-dollar bill un billete de diez dólares

Don't mention it. De nada. No hay de qué.

every two or three blocks cada dos o tres cuadras

at Christmas time en Navidad, durante la Navidad

Christmas cards tarjetas de Navidad

once a day una vez al día

three times a day tres veces al día

AT THE SUPERMARKET

Mary and Mrs. Weston are going to a new supermarket this afternoon. As usual, Mrs. Weston is going to do her shopping for the weekend.

Mary: This seems like a nice store, doesn't it?

Mrs. W. Yes, and it looks crowded, too.

Mary: Why do so many people go shopping on Fridays?

Mrs. W. Well, they shop for the weekend, and also for the next week.

Mary: Shall I push the shopping cart today?

Mrs. W. All right. Let's start over in the first aisle.

Mary: Here we are. You'll need some bread, won't you?

Mrs. W. Yes, I'll take a loaf of bread and a package of rolls.

Mary: Look at this bargain on coffee. You'll save ten cents.

Mrs. W. Good! And what kind of cake mix shall we get?

Mary: What about an orange cake? That'll taste good.

Mrs. W. Yes, it will. Now let's look at the dairy products.

Mary: We'll need some milk, won't we?

Mrs. W. Yes. Pick up a dozen eggs and a pound of butter, too.

Mary: Look at all this cheese, in little plastic packages.

Mrs. W. There's certainly a variety, isn't there? But let's go on.

Mary: This aisle has a lot of household items. Do you need soap?

Mrs. W. No, but I have light bulbs and paper napkins on my list.

Mary: Are you going to buy some fruit today?

Mrs. W. Yes. That's around the corner, near the fresh vegetables.

Mary: I'll go ahead and meet you there.

Mrs. W. All right. You can pick out some lettuce and tomatoes.

Mary: Here's a head of lettuce. And how are these tomatoes?

Mrs. W. They look fine. Will you get some carrots, too?

Mary: It's easy to shop here, isn't it? I like this self-service.

Mrs. W. Yes, it's very convenient. Everything is ready to pick up.

Mary: I like to see the price on each item, too.

Mrs. W. Oh, here's all the frozen food. I'll take a package of peas.

Mary: And maybe some ice cream, across the aisle?

Mrs. W. Yes, we always like that. Which flavor do you prefer?

Mary: Let's try this Dutch chocolate, shall we?

Mrs. W. All right. — And now we'll stop at the meat counter.

Mary: Those steaks look good, don't they?

Mrs. W. Yes, but they're expensive. How about a chicken instead?

Mary: O.K. — Our cart is almost full. Do we need anything else?

Mrs. W. Just a minute; I'll look at my list. — No, that's all today. Now we can go to one of the cashiers and check out.

Mary: My, there are a lot of good things here!

Mrs. W. Yes, it's hard to choose and stay within my budget.

Mary: You need self-control in a supermarket, don't you?

Mrs. W. That's right. And self-control becomes shelf control here.

NOTA: En el presupuesto familiar se asigna sólo cierta suma para los comestibles, de modo que el ama de casa rara vez puede comprar todo lo que quiere.

CONVERSATION

Give one or more answers to each question, using complete sentences.

1. Do you have supermarkets in your city?
2. Are there many aisles in a store like this?
3. Why is it easy to shop in a supermarket?
4. How many eggs does Mrs. Weston want?
5. What household items does she need?
6. What kind of ice cream does Mary pick out?
7. Why do they decide to get a chicken?
8. What else do they put in their shopping cart?

PRONUNCIATION

A. WORD DRILL (Sound and Stress)

Each group of words illustrates a particular *consonant sound*, most often at the beginning of a syllable.

Pronounce these words clearly, and watch the stressed syllables.

/l/ like lake look luck live list lúcky lóvely Aláska

/m/ me May mail more máybe Jim room come some time

/n/ no know now news noon nine need name dózen agáin

/ŋ/ bank think thing spring góing shópping sávings England

. SENTENCE DRILL (Sound, Stress, and Intonation)

Each sentence has several words with the same *consonant sound*. The *stress* on certain syllables is important for the rhythm. At least one stress is higher in tone than the others.

Here is the basic *intonation* pattern:

Repeat each sentence three times.

/l/ 1. Does Tŏny really like to live in Alāska?
2. Do you like to look at that lŏvely lāke?

/m/ 3. Is Jim coming hŏme some time in Māy?
4. Is there more mail for mĕ in my rōom?

/n/ 5. Do you need to know their names now?
6. Shall we listen to the news again tonight?
/ŋ/ 7. Is a savings account at the bank a good thing?
8. Does she think she's going to England next spring?

STRUCTURE

LINKING VERBS

(1) *Repeat each set of sentences in* I *after your teacher.* (2) *Repeat the sentences in* II *and* III *from left to right, across the page.*

I. LINKING VERB + ADJECTIVE

S	+	LV	+	C (adj)	S	+	LV	+	C (adj)
This chair		feels		good.	Everyone		seems		friendly.
That piano		sounds		fine.	That girl		looks		attractive.
This milk		tastes		sweet.	That tree	is	turning		yellow now.
That cream		smells		sour.	The sky	is	becoming		cloudy now.

II. LINKING VERB + NOUN

S	+	V	+	C (noun)	S	+	LV	+	C (noun)
He's				a good actor.	He's		becoming		a famous actor.
She's				a good teacher.	She's		becoming		a famous teacher.
They're				good doctors.	They're		becoming		famous doctors.

III. LINKING VERB + PHRASE WITH *LIKE*

S	+	LV	+	C (adj)	S	+	LV	+	C (phrase)
This coat		feels		warm.	This		feels		like a warm coat.
That dress		seems		short.	That		seems		like a short dress.
This line		looks		long.	This		looks		like a long line
That name		sounds		Greek.	That		sounds		like a Greek name.

- A linking verb is like **be** in the pattern S + V + C (adj/noun).
- The complement of a linking verb always refers to the subject.
- After **become**, the complement may be an adjective or a noun.
- After many of these verbs, we can also use a phrase with **like**.

▶ 1. *Read each sentence. Then ask a question in the present tense, using the linking verb in parentheses. Give short* yes *answers.*

Examples: The weather wasn't nice yesterday. (seem)
Does the weather seem nice today? Yes, it does.
Mary wasn't well yesterday. (look)
Does Mary look well today? Yes, she does.

1. The lesson wasn't hard yesterday. (seem)
2. The water wasn't clear yesterday. (look)
3. You weren't hungry yesterday. (feel)
4. His voice wasn't loud yesterday. (sound)
5. The milk wasn't sweet yesterday. (taste)
6. The air wasn't fresh yesterday. (smell)

NOTE: Sometimes well is an adjective that refers to one's health.

▶ 2. *Use each name in a question based on the preceding statement. Then answer in the negative, using the new word given.*

Jack – artist — Does Jack want to become an actor? No, he wants to become an artist.

Jane – nurse — Does Jane want to become an artist? No, she wants to become a nurse.

1. Mary – teacher
2. Sue – secretary
3. Betty – lawyer
4. Tony – dentist
5. Paul – chemist
6. Dave – engineer
7. Bob – architect
8. Ann – librarian
9. Jim – businessman

▶ 3. *Read each sentence and make a question, using a phrase with* like. *Give alternate* yes *and* no *answers. Follow the examples.*

Examples: That book looks new.
Does that look like a new book? Yes, it does.
That lesson seems long.
Does that seem like a long lesson? No, it doesn't.

1. That exercise looks easy.
2. That house looks small.
3. That street seems wide.
4. That bus looks crowded.
5. That package feels heavy.
6. That record sounds old.
7. That orange tastes good.
8. That custom seems strange.
9. That box looks interesting.
10. That chair feels comfortable.

FUTURE TIME

I. THE PRESENT TENSE

Repeat these questions and answers after your teacher.

Do you work next week?	No, I have a vacation then.
Does your friend arrive tonight?	Yes, he arrives at nine.
When does he leave for home?	He leaves next Sunday.
When are you going downtown?	I'm going tomorrow.
When is your brother coming?	He's coming on Friday.
Is he staying for the weekend?	Yes, he's leaving on Monday.

- A few verbs in the simple present tense may express future time.
- Verbs in the present continuous form often express future time.
- Words like **tonight** and **tomorrow** usually follow these verbs.

▶ 1. *Read each question below and give a* **no** *answer, using a pronoun as subject. Use the words in parentheses in your answers.*

Example: Does Tony leave tonight? (tomorrow)
No, he leaves tomorrow.

1. Do Paul and Dave go tomorrow, too? (tonight)
2. Do the boys return on Sunday? (on Monday)
3. Do they come back by bus? (by train)
4. Does the train arrive at nine o'clock? (at ten o'clock)
5. Don't classes begin again next Monday? (next Tuesday)

▶ 2. *Read each question below and give an answer, using subject and object pronouns. Use the words in parentheses in your answers.*

Examples: Is Mr. Weston having a vacation soon? (next week)
Yes, he's having one next week.
When is he beginning his vacation? (on Saturday)
He's beginning it on Saturday.

1. Are the Westons taking a trip this year? (next week)
2. Is Mary going on the trip? (with them)
3. Where are the Westons going this year? (to New York)
4. How are they traveling to New York? (by car)
5. When are they starting their trip? (this Sunday)

▶ 1. *Read each sentence. Then ask a question in the present tense, using the linking verb in parentheses. Give short* **yes** *answers.*

Examples: The weather wasn't nice yesterday. (seem)
Does the weather seem nice today? Yes, it does.
Mary wasn't well yesterday. (look)
Does Mary look well today? Yes, she does.

1. The lesson wasn't hard yesterday. (seem)
2. The water wasn't clear yesterday. (look)
3. You weren't hungry yesterday. (feel)
4. His voice wasn't loud yesterday. (sound)
5. The milk wasn't sweet yesterday. (taste)
6. The air wasn't fresh yesterday. (smell)

NOTE: Sometimes well is an adjective that refers to one's health.

▶ 2. *Use each name in a question based on the preceding statement. Then answer in the negative, using the new word given.*

Jack – artist — Does Jack want to become an actor?
No, he wants to become an **artist.**

Jane – nurse — Does Jane want to become an artist?
No, she wants to become a **nurse.**

1. Mary – teacher
2. Sue – secretary
3. Betty – lawyer
4. Tony – dentist
5. Paul – chemist
6. Dave – engineer
7. Bob – architect
8. Ann – librarian
9. Jim – businessman

▶ 3. *Read each sentence and make a question, using a phrase with* **like.** *Give alternate* **yes** *and* **no** *answers. Follow the examples.*

Examples: That book looks new.
Does that look like a new book? Yes, it does.
That lesson seems long.
Does that seem like a long lesson? No, it doesn't.

1. That exercise looks easy.
2. That house looks small.
3. That street seems wide.
4. That bus looks crowded.
5. That package feels heavy.
6. That record sounds old.
7. That orange tastes good.
8. That custom seems strange.
9. That box looks interesting.
10. That chair feels comfortable.

FUTURE TIME

I. THE PRESENT TENSE

Repeat these questions and answers after your teacher.

Do you work next week?	No, I have a vacation then.
Does your friend arrive tonight?	Yes, he arrives at nine.
When does he leave for home?	He leaves next Sunday.
When are you going downtown?	I'm going tomorrow.
When is your brother coming?	He's coming on Friday.
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- A few verbs in the simple present tense may express future time.
- Verbs in the present continuous form often express future time.
- Words like **tonight** and **tomorrow** usually follow these verbs.

▶ 1. *Read each question below and give a* no *answer, using a pronoun as subject. Use the words in parentheses in your answers.*

Example: Does Tony leave tonight? (tomorrow)
No, he leaves tomorrow.

1. Do Paul and Dave go tomorrow, too? (tonight)
2. Do the boys return on Sunday? (on Monday)
3. Do they come back by bus? (by train)
4. Does the train arrive at nine o'clock? (at ten o'clock)
5. Don't classes begin again next Monday? (next Tuesday)

▶ 2. *Read each question below and give an answer, using subject and object pronouns. Use the words in parentheses in your answers.*

Examples: Is Mr. Weston having a vacation soon? (next week)
Yes, he's having one next week.
When is he beginning his vacation? (on Saturday)
He's beginning it on Saturday.

1. Are the Westons taking a trip this year? (next week)
2. Is Mary going on the trip? (with them)
3. Where are the Westons going this year? (to New York)
4. How are they traveling to New York? (by car)
5. When are they starting their trip? (this Sunday)

6. Are they leaving in the morning? (early)
7. When are they arriving in New York? (Monday night)
8. Is Jane meeting some friends there? (on Tuesday)
9. When are the Westons coming home? (next Sunday)
10. How long are they staying in New York? (four days)

II. BE + GOING TO + VERB

A. Statements

Repeat these affirmative and negative sentences after your teacher.

I'm going to write a letter tonight.
He's going to see his cousin this week.
We're going to be late for class today.
They're going to go shopping this afternoon.

I'm not going to write a letter now.
He isn't going to see his cousin next week.
We aren't going to be late for class tomorrow.
They aren't going to go shopping this morning.

- Be + going to before another verb is a sign of future time.
- The time may be now, tomorrow, next week, or next year.
- With the verb go, we use either I'm going to go or I'm going.

▶ 1. T: I'm going to cash a check today. CL: (*repeat*)

go shopping CL: I'm going to go shopping.

1. walk to the supermarket
2. look for bargains
3. use a shopping cart
4. buy bread or rolls
5. pick out a cake mix
6. try a new flavor
7. get a dozen eggs
8. pick up a chicken
9. buy light bulbs
10. need self-control

▶ 2. *Repeat Exercise* 1 *with negative sentences, using the pronoun* she *as subject. Follow the examples.*

Examples: cash a check — She isn't going to cash a check.
go shopping — She isn't going to go shopping.

B. Questions and Answers

Repeat these questions and answers after your teacher.

1. Simple Questions

		SHORT ANSWERS
Are / Aren't	you going to eat now?	Yes, I am. / Yes, I'm going to.
Is / Isn't	she going to study now?	No, she isn't. / No, she isn't going to.
Are / Aren't	they going to leave now?	Yes, they are. / Yes, they're going to.
Are / Aren't	we going to see them?	No, we aren't. / No, we aren't going to.

2. Questions with Interrogative Words

What are you going to do?	(I'm going to)	have lunch.
What are you going to eat?	(I'm going to eat)	a sandwich.
When are you going to eat?	(I'm going to eat)	very soon.
Where are you going to eat?	(I'm going to eat)	over there.

- The word order in questions is be (not) + S + going to + V(sf).
- Simple questions may have two short answers, one with be alone and one with be + going to.
- An interrogative word precedes the auxiliary be and asks for information. There may be a short answer or a full answer.

▶ 1. T: study tonight — CL: Are you going to study tonight?

ST: No, I'm going to study now.

1. leave on Friday
2. go shopping later
3. call Mary tonight
4. cash a check later
5. talk to Dave tomorrow
6. write a letter tonight
7. play tennis this afternoon
8. do your homework after school
9. see the teacher at one o'clock
10. visit the art gallery tomorrow

▶ 2. *Use Exercise* 1 *for negative questions with* **he** *as subject. Give short* **yes** *answers for items* 1-5 *and short* **no** *answers for* 6-10.

T: study tonight CL: Isn't he going to study tonight?

(1-5) ST: Yes, he's going to. (6-10) ST: No, he isn't going to.

▶ 3. *Complete each question with* **be + going to** *and the subject indicated. Then give a full answer, using the words in parentheses.*

What....*he*....buy? (a record)
What is he going to buy? **He's going to buy a record.**
When....it? (later)
When is he going to buy it? **He's going to buy it later.**

1. Where....it? (at the music store)
2. Why....it? (because he likes music)
3. What....*you*....do? (write to a friend)
4. What....write? (a postcard)
5. When....it? (tonight)
6. Where....it? (at home)

III. THE AUXILIARY WILL

A. Statements (Affirmative and Negative)

Repeat each sentence with **will** *and notice the meanings at the right.*

I will (I'll) see her tomorrow.
- I'm going to see her.
- I promise to see her.
- I'm willing to see her.

He will not (won't) come tonight.
- He isn't going to come.
- He doesn't promise to come.
- He isn't willing to come.
- He refuses to come.

- The auxiliary will is another sign of future time. It often means promise to or be willing to. Will not also means refuse.
- Use will with all subjects and with the simple form of the verb.
- Use contractions with 'll and the contraction won't in conversation.

▶ 1. T: I need some paper. CL: I'll buy some paper tomorrow.

He needs some stamps.	He'll buy some stamps tomorrow.
They need some cards.	They'll buy some cards tomorrow.

1. I need some milk.
2. She needs some tea.
3. They need some sugar.
4. He needs some bread.
5. We need some coffee.
6. He needs some soap.
7. They need some cheese.
8. I need some light bulbs.

▶ 2. T: We're not late today. CL: We won't be late tomorrow.

I don't want tea today.	I won't want tea tomorrow.
He's not working today.	He won't work tomorrow.

1. It's not true today.
2. I'm not lucky today.
3. It's not cold today.
4. You're not busy today.
5. He's not leaving today.
6. I don't know the way today.
7. He doesn't have money today.
8. She's not eating here today.

B. Questions and Answers

Repeat these questions and answers after your teacher.

1. Simple Questions

	SHORT ANSWERS
Will I see you tomorrow?	Yes, you will.
Won't I see you tomorrow?	No, you won't.
Will Tony go with us today?	Yes, he will.
Won't Tony go with us today?	No, he won't.

2. Questions with Interrogative Words

Where will he meet us?	(He'll meet us)	at the library.
When will he be there?	(He'll be there)	at two o'clock.
What will he do tomorrow?	(He'll)	attend classes.
Why won't he stay tonight?	(....)	because he's very busy.

- The word order in questions is will or won't + S + V (sf).
- Short yes or no answers include the auxiliary will or won't.
- An interrogative word precedes the auxiliary and asks for information. There may be a short answer or a full answer.

▶ 1. *Give alternate* yes *and* no *answers to these questions.*

T: Will he be here tonight? CL: (*repeat*) ST: Yes, he will.

see Mary CL: Will he see Mary? ST: No, he won't.

1. learn French later
2. see Tony after class
3. finish that work soon
4. visit Canada this year
5. have lunch with us today
6. go to the movies tonight
7. walk to school tomorrow
8. talk with Jack on Monday

▶ 2. *Repeat Exercise* 1 *with negative questions, using* she *as subject. Give alternate* yes *and* no *answers. Follow the examples.*

T: Won't she be here tonight? CL: (*repeat*) ST: No, she won't.

see Mary CL: Won't she see Mary? ST: Yes, she will.

▶ 3. *Complete each question with* will you. *Then give a full answer, using the words in parentheses. Follow the examples.*

What....do tonight? (do my homework)
What will you do tonight? I'll do my homework.
What....study? (my English)
What will you study? I'll study my English.

1. Where....study tonight? (at the library)
2. When....go there? (after dinner)
3. How long....stay there? (for three hours)
4. What....do there? (write a composition)
5. What....write about? (my trip to Canada)
6. When....come home? (at ten o'clock)
7. What....do tomorrow? (go to the post office)
8. What....buy there? (some stamps)
9. What kind....buy? (airmail stamps)
10. How many....get? (ten of them)

C. Will in Request Sentences

Repeat these polite requests and answers after your teacher.

Will you open the window? Yes, I will.
Won't you open the window? Surely. (Sure)

Will you please open the window?	Yes, gladly.
Won't you please open the window?	Yes, of course.

- A request sentence is more polite than a simple command, such as (Please) open the window.
- For a request, use the question form with will you or won't you.
- The answer is usually yes or all right, with variations.

▶ 1. *Use these expressions with* will *in polite request sentences. Give an appropriate answer to each request.*

Examples: wait for me — Will you please wait for me? Yes, of course.

sit down — Will you please sit down? All right.

1. close the door
2. talk quietly
3. read this lesson
4. speak clearly
5. buy a new notebook
6. study hard tonight
7. walk home with me
8. be careful
9. stay a minute
10. try this cake
11. drive carefully
12. get some ice cream
13. introduce me to Mary
14. write to us next summer

▶ 2. *Use the expressions in Exercise* 1 *with* won't *in polite request sentences. Give an appropriate answer to each request.*

Examples: wait for me — Won't you please wait for me? Surely.

sit down — Won't you please sit down? Yes, gladly.

IV. THE AUXILIARY SHALL

Repeat each group of sentences below after your teacher.

A. Statements (Affirmative)

We'll be happy to send it. = { We shall be happy to send it. / We will be happy to send it. }

I'll appreciate an answer. = { I shall appreciate an answer. / I will appreciate an answer. }

B. Questions and Answers

1. Simple Questions

	ANSWERS
Shall I close the door?	Yes, please close it.
Shall we sit here?	No, let's sit over there.
Shall I see you tomorrow?	Yes, please come early.
(Will I see you tomorrow?)	Yes, I'll come early.

2. Questions with Interrogative Words

What shall we do now?	Let's talk.
Where shall we sit?	Let's sit here.
When shall we eat?	Let's eat at six-thirty.
What shall I do now?	Why don't you read something?
Where shall I put my coat?	Why don't you put it here?
When shall I come again?	Why don't you come tomorrow?

- In statements, we sometimes use **shall** in the first person, in business letters or in formal speech; but **will** is always correct.
- Always use **shall** in questions with the meaning **What do you want to do?** or **What do you want me to do?** Notice the answers above.

▶ 1. T: Shall we go now? CL: *(repeat)* ST: No, let's go later.

eat	CL: Shall we eat now?	ST: No, let's **eat** later.
rest	Shall we **rest** now?	No, let's **rest** later.

1. have lunch
2. walk to school
3. read this lesson
4. do our homework
5. watch television
6. visit the Westons
7. go shopping
8. get ready
9. take the bus

▶ 2. *Read the sentence given and complete the question with* **shall we.** *Then give an answer with* **let's,** *using the words in parentheses.*

Let's walk.	Where....? (downtown)	Where shall we walk? Let's walk downtown.
Let's talk.	When....? (after class)	When shall we talk? Let's talk after class.

1. Let's go.
   Where....?
   (to the movies)
2. Let's eat.
   What....?
   (a sandwich)
3. Let's sit down.
   Where....?
   (near Mary)
4. Let's study.
   What....?
   (our verbs)
5. Let's read.
   Where....?
   (in the library)
6. Let's practice.
   What....?
   (that song)
7. Let's play tennis.
   When....?
   (next Saturday)
8. Let's go swimming.
   Where....?
   (at the lake)
9. Let's stay there.
   How long....?
   (for an hour)

ATTACHED QUESTIONS

I. AFFIRMATIVE STATEMENTS + NEGATIVE QUESTIONS

Repeat these questions and short answers after your teacher. Use rising *intonation* (2-3) *on the attached questions.*

STATEMENT + QUESTION	SHORT ANSWER
1. You work next week, **don't you?**	Yes, I do.
He leaves on Sunday, **doesn't he?**	No, he doesn't.
2. You're working next week, **aren't you?**	Yes, I am.
He's leaving on Sunday, **isn't he?**	No, he isn't.
3. She's going to go shopping, **isn't she?**	Yes, she is.
We're going to be late, **aren't we?**	No, we aren't.
I'm going to need a book, **am I not?**	Yes, you are.
4. They'll wait for us, **won't they?**	Yes, they will.
You'll need some bread, **won't you?**	Yes, I will.
We'll find some tomatoes, **won't we?**	Yes, we will.
I'll need a new notebook, **won't I?**	No, you won't.
BUT: I'll push the shopping cart, **shall I?**	All right.
We'll start over there, **shall we?**	Fine.
Let's try this ice cream, **shall we?**	O.K.

- All the examples above indicate future time.
- After an affirmative statement, the short question is negative.
  BUT: In the first person, **shall I (we)** means **What is your wish?**
- If the auxiliary is **be** or **will**, repeat it in the question. If the verb is simple present, use **do (does)** in the question.
- The short answer may be affirmative or negative.

▶ *Repeat each sentence and add a question with* rising *intonation. Then give a short affirmative answer. Follow the examples.*

Examples: We're going to the play.
We're going to the play, aren't we? **Yes, we are.**

You'll get the tickets.
You'll get the tickets, won't you? **Yes, I will.**

1. The play starts at eight.
2. We'll need to hurry.
3. You'll be ready on time.
4. Jack's going with us.
5. He's going to meet us there.
6. The play's beginning soon.
7. We're going to be late.
8. We'll need to take a bus.
9. Jack'll be there now.
10. He's going to wait for us.
11. You'll enjoy a good play.
12. We'll get home late tonight.

II. NEGATIVE STATEMENTS + AFFIRMATIVE QUESTIONS

Repeat these questions and short answers after your teacher. Use falling *intonation* (3-1) *on these attached questions.*

STATEMENT + QUESTION	SHORT ANSWER
1. You don't work tomorrow, do you?	No, I don't.
He doesn't leave on Sunday, does he?	Yes, he does.
2. You aren't working next week, are you?	No, I'm not.
He's not leaving on Sunday, is he?	Yes, he is.
3. She isn't going to go shopping, is she?	No, she isn't.
We aren't going to be late, are we?	Yes, we are.
I'm not going to need a book, am I?	Yes, you are.
4. They won't wait for us, will they?	No, they won't.
You won't need bread now, will you?	No, I won't.
We won't find many bargains, will we?	No, we won't.
I won't need a new notebook, will I?	Yes, you will.

- After a negative statement, the short question is affirmative.
- If the auxiliary is be, do, or will, repeat it in the question.
- The usual answer is negative; a yes answer is a contradiction.

▶ *Repeat each sentence and add a question with* falling *intonation. Then give a short negative answer. Follow the examples.*

Examples: Tony won't be there.
Tony won't be there, will he? **No, he won't.**

Jack isn't going to be late.
Jack isn't going to be late, is he? **No, he isn't.**

1. We won't be on time.
2. We aren't going to walk.
3. The bus won't be expensive.
4. It won't be cold tonight.
5. Mary isn't going with us.
6. Jack isn't going in early.
7. The theater won't be crowded.
8. The tickets won't be expensive.
9. We aren't going to be very late.
10. We won't see all of the play.
11. It isn't going to be very short.
12. We won't get home early.

DICTATION

Your teacher will read the following passage three times:

(1) *the whole passage, at normal speed—for you to* **hear** *it;*
(2) *each sentence or unit, with punctuation—for you to* **write** *it;*
(3) *the whole passage again—for you to* **check** *your spelling.*

1. The supermarket is crowded this afternoon. 2. There are men, women, and children in the aisles of the big store. 3. Their shopping carts are full of bread, meat, vegetables, fresh fruit, and dairy products. 4. Some items are in boxes or packages; others are in cans, glass jars, or plastic bags. 5. When each person finishes, he gets in line and then pays the cashier for everything in his cart.

6. Self-service is very practical. 7. A housewife can shop in a hurry or she can take her time. 8. She can see each item with the price on it. 9. She can pick out the things that she needs, from the shelves or the counters. 10. Sometimes she looks at her list because she doesn't want to forget anything. 11. Besides, there are usually bargains every week; and who doesn't like a bargain? 12. Thus, she often picks out things that are not on her list.

Note: The teacher may prefer to choose several lines of the dialogue on page 117.

VOCABULARIO *¿Conoce Ud. estas palabras y expresiones?*

ahead adelante, al frente /əhéd/

aisle pasillo (*entre hileras de estantes*) /aıl/

bargain ganga /bárgın/

budget presupuesto /bádʒıt/

bulb foco, bombilla (electrica) /bəlb/

cake mix mixtura para pastel /kék mıks/

carrot zanahoria /kǽrət/

cart carrito de mano (*para las compras*) /kort/

cashier cajero, cobrador /kæšír/

***check out** pagar para salir /ʧék áut/

cheese queso /ʧiz/

chicken pollo, gallina /ʧíkən/

chocolate chocolate /ʧɔ́klıt/

dairy (*productos*) lácteos /déri/

dozen docena /dázn̩/

Dutch holandés /dəʧ/

flavor sabor (clase) /flévə/

fresh fresco /frɛʃ/

frozen congelado /frózn̩/

***go on** seguir, continuar /gò án/

head repollo (*de lechuga o col*) /hɛd/

household doméstico, casero /háushòld/

instead en vez de, en lugar de /ınstéd/

item artículo /áıtm/

lettuce lechuga /létəs/

list lista, relación /lıst/

loaf hogaza (*de pan*) lof

maybe quizás mébi

pea guisante, chícharo /pi/

***pick out** escoger /pik áut/

plastic plástico (*material*) /plástık/

pound libra /paund/

***push** empujar /puʃ/

roll panecillo /rol/

self-control dominio sobre sí mismo /sèlf kəntról/

***shop** ir de compras, hacer las compras /ʃap/

soap jabón /sop/

steak biftec /stek/

***taste** saber a, tener gusto /test/

tomato tomate /təméto/

usual usual, acostumbrado /yúʒʊəl/

within dentro (de) /wıðín/

Nota: Los verbos se señalan con un asterisco (*) en el vocabulario.

Expresiones útiles

shopping cart carretilla para las compras

over in the first aisle por el primer pasillo

around the corner a la vuelta de la esquina

as usual como de costumbre

on Fridays los viernes

just a minute un momento, un minuto

Let's try this, shall we? Probemos este, ¿quiere Ud.?

My, there's a lot here! ¡Quántas (cosas) hay aquí!

stay within a budget limitarse a un presupuesto

a dozen eggs una docena de huevos

AT THE SHOPPING CENTER

Mary and Mrs. Weston are leaving the supermarket, each one with a bag of groceries. They are glad to see Mr. Weston outside.

Mr. W. Can I help you with those bags? I'll take them to the car.

Mrs. W. Thank you, Jim. What a nice supermarket that is!

Mr. W. And how easy it is to spend money there!

Mary: This whole shopping center looks interesting, doesn't it?

Mrs. W. Shall we walk around? It doesn't cost anything to look.

Mr. W. Why don't you women go ahead? I'll see you later.

Mary: What pretty black shoes! Do you see that pair on the right?

Mrs. W. Yes, but those blue ones in front look more comfortable.

Mary: They're less expensive than the black ones, too.

Mrs. W. Come and look in this window. Aren't those dresses short?

Mary: Yes, they seem shorter than they were last year.

Mrs. W. Which do you like better, the green one or the white one?

Mary: I think the white one is prettier. And you?

Mrs. W. I agree, but it's not as practical as the green one.

Mary: By the way, don't you need something in the drugstore?

Mrs. W. Yes, let's go in there. I want to buy a little stationery.

Mary: Oh, there's Mr. Weston at the candy counter!

Mrs. W. Hello, dear. Are you shopping, too?

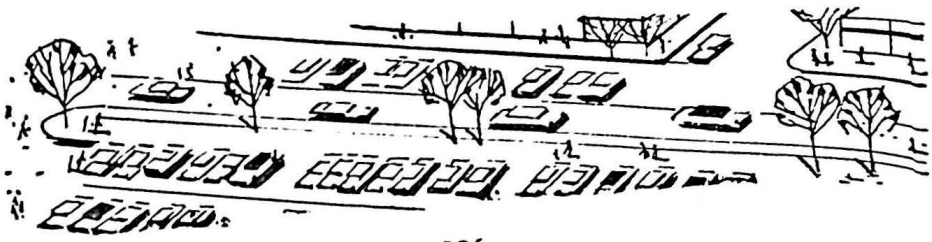
Mr. W. No, I'm just looking. But I do need some shaving lotion.

Mary: Well, we'll meet you at the door in a few minutes.

Mrs. W. This seems to be the best shopping center in town.

Mary: It's like a big department store, isn't it?

Mr. W. But a department store doesn't have a supermarket!



SHOPPING CUSTOMS

What an adventure it is to go shopping, even window shopping! There are clothing stores and furniture stores, book stores and jewelry stores, dress shops and camera shops. These are only a few of the stores downtown. But many people prefer a department store because it offers a little of everything — almost everything — in one building.

Some smaller stores also seem like department stores. For example, an American drugstore is a pharmacy, but it sells a lot of things besides medicine and drugs. Unlike pharmacies in many countries, it has such articles as cosmetics, perfume, jewelry, books, magazines, toys, candy, and cigarettes. It is often possible to have lunch there, too.

The most famous store of all is probably the supermarket. What quantities of food there are there! And how attractive it all looks! Everything seems to say, "Buy me." There are many other things, too, like household items and even a little clothing. The prices in these big stores are usually less than elsewhere, and the self-service of a supermarket is becoming more and more common in other stores.

Cities are growing in every direction, and shopping customs are also changing. The huge shopping centers in the suburbs are often more convenient than the stores downtown. They have large parking lots for cars, and each one has a variety of stores together, side by side. For instance, here is a sign about a new shopping center, the Plaza.

NOTA: *The Plaza* es un nombre que se da usualmente en los Estados Unidos a los centros comerciales. Es una palabra española.

CONVERSATION

Give one or more answers to each question, using complete sentences.

1. Where do the women meet Mr. Weston?
2. What is he going to do for them?
3. What is an American shopping center?
4. How is it different from a department store?
5. Why are shopping centers convenient for some people?
6. Do the women really want to buy shoes or dresses?
7. Why do they go in the drugstore?
8. Where do they find Mr. Weston?
9. What is he going to buy?
10. Where are they all going to meet again?
11. Do you like to go window shopping?
12. What different kinds of stores are there?
13. Do you have many stores with self-service?
14. Are American drugstores like your pharmacies?
15. Do men enjoy shopping as much as women do?

PRONUNCIATION

A. WORD DRILL (Sound and Stress)

Each group of words illustrates a particular *consonant sound*, most often at the beginning of a syllable.

Pronounce these words clearly, and watch the stressed syllables.

/r/ roll roof right wrong réally recéive recéipt régular
/y/ you use year young few sénior Eúrope úsual univérsity
/w/ we will want walk wait wood world wóman wómen wáter
/h/ he his head have house home whole háppy húrry Hawáii
/hw/ why white what when which where élsewhere

B. SENTENCE DRILL (Sound, Stress, and Intonation)

Each sentence has several words with the same *consonant sound.*
The *stress* on certain syllables is important for the rhythm.
At least one stress is higher in tone than the others.

Here is the basic *intonation* pattern: 2 3

Repeat each sentence three times.

/r/ 1. Is Rŏssi rēally a rĕgular Amĕrican nāme?
2. Will I recēive a recēipt for the rādio?

/y/ 3. Is thăt young măn a sēnior at the univĕrsity?
4. Do the Yŏungs ŭsually go to Eŭrope every yēar?

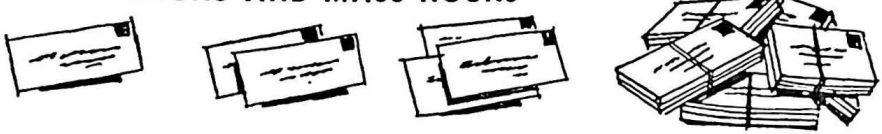
/w/ 5. Do the wŏmen want to wălk in the wāter?
6. Will you wăit for the wŏman with the wōod?

/h/ 7. Is Hărry hăppy to have a hŏuse in Hawāii?
8. Will Hŏward hŭrry from his hŏme to the hōspital?

/hw/ 9. Can you ŭse the wŏrds whăt, whĕn, and whēre?
10. Do they know whў he's going ĕlsewhere?

STRUCTURE

COUNT NOUNS AND MASS NOUNS



I TWO KINDS OF NOUNS

Repeat these examples after your teacher.

COUNT NOUNS		MASS NOUNS
Singular	*Plural*	*Singular*
a letter	— letters	—
one letter	two letters	—
the letter	the letters	the mail
—	some letters	some mail
—	a lot of letters	a lot of mail

- A count noun may be singular or plural.
- A mass noun has only one form.
- Use a (an) and numbers only with count nouns.
- Use the, some, and a lot of with both count nouns and mass nouns.

▶ 1. *Use the plural of these count nouns in questions with* **some.** *Then give affirmative answers with a number before each noun.*

Example: book — Do you have **some books?** Yes, I have **three books.**

1. map	4. apple	7. stamp	10. picture
2. box	5. orange	8. letter	11. package
3. key	6. tomato	9. pencil	12. postcard

▶ 2. *Use these mass nouns in questions with* **some.** *Then give affirmative answers with* **a lot of** *before each noun.*

Example: fruit — Does Mrs. Weston have **some fruit?** Yes, she has **a lot of fruit.**

1. milk	4. juice	7. butter	10. perfume
2. soup	5. sugar	8. cheese	11. jewelry
3. cake	6. candy	9. coffee	12. furniture

II. EXPRESSIONS OF DEFINITE QUANTITY

Repeat the sentences in A *and* B *after your teacher.*

A. With Count Nouns

We can buy	a dozen eggs	or	two dozen eggs.
	a bag of apples	or	two bags of apples.
	a box of napkins	or	two boxes of napkins.
	a bunch of carrots	or	two bunches of carrots.
	a package of rolls	or	two packages of rolls.

NOTE: A dozen eggs = 12 eggs, and two dozen eggs = 24 eggs. The form dozens of eggs refers to a large, indefinite quantity.

B. With Mass Nouns

We can buy	a pound of meat	or	two pounds of meat.
	a loaf of bread	or	two loaves of bread.
	a quart of milk	or	two quarts of milk.
	a bottle of wine	or	two bottles of wine.
	a head of lettuce	or	two heads of lettuce.

We can eat	a bowl of soup	or	two bowls of soup.
	a piece of bread	or	two pieces of bread.
	a dish of ice cream	or	two dishes of ice cream.
We can drink	a pot of tea	or	two pots of tea.
	a cup of coffee	or	two cups of coffee.
	a glass of water	or	two glasses of water.

- An expression of definite quantity may be singular or plural.
- The word **dozen**, preceded by **a** or a number, does not change.
- A count noun is plural after an expression of definite quantity.
- A mass noun always has the same form.

▶ *Use an expression of quantity with the complement in each sentence.*

Examples: Tony drinks *water* every day.
Tony drinks **six glasses of water** every day.
Mrs. Weston buys *carrots* every week.
Mrs. Weston buys **a bunch of carrots** every week.

1. Mary makes *tea* every day.
2. Paul has *soup* every day.
3. Jane eats *bread* every day.
4. Dave drinks *milk* every day.
5. Jack has *coffee* every day.
6. We need *eggs* every week.
7. They buy *wine* every week.
8. You buy *apples* every week.
9. We use *lettuce* every week.
10. I eat *ice cream* every week.

III. EXPRESSIONS OF INDEFINITE QUANTITY

A. Some and any; no and none

Repeat after your teacher (1) *all the affirmative questions and the answers given;* (2) *all the negative questions and the same answers.*

1. With Count Nouns

Are(n't) there **some** letters today?	Yes, there are **some**.
Are(n't) there **any** letters today?	No, there aren't **any**.
	No, there are **no** letters.
	No, there are **none**.

2. With Mass Nouns

Is(n't) there some mail today?	Yes, there's some.
Is(n't) there any mail today?	No, there isn't any.
	No, there's no mail.
	No, there's none.

- Some, any, no, and none indicate an indefinite quantity. Use these words with both count nouns and mass nouns.
- Use some in questions and affirmative statements. Use any in questions and negative statements.
- The words some and any may be determiners or pronouns.
- Before a noun, no is a determiner; none is always a pronoun.

▶ 1. *Read the questions below with* is there *or* are there. *Then give* yes *or* no *answers, as indicated, using the pronoun* some *or* any.

Examples: — any sugar on the table? Yes, —.
Is there any sugar on the table? Yes, there's some.
— some letters for me? No, —.
Are there some letters for me? No, there aren't any.

1. — any new magazines today? Yes, —.
2. — some space for another chair? No, —.
3. — any camera shops near here? No, —.
4. — any drugstores on this street? Yes, —.
5. — some milk in the refrigerator? No, —.
6. — any napkins in the cupboard? Yes, —.
7. — some candy in that box? Yes, —.
8. — some cream for the coffee? No, —.
9. — any blue shoes in the window? Yes, —.
10. — any stationery in the drawer? No, —.

▶ 2. *Read these questions with* isn't there *or* aren't there. *Give negative answers, using* no *or the pronoun* none *as indicated.*

Examples: — any soup today? (no)
Isn't there any soup today? No, there's no soup.
— any buses now? (none)
Aren't there any buses now? No, there are none.

1. — any coffee today?	(none)
2. — any traffic now?	(no)
3. — any tickets today?	(none)
4. — any time now?	(no)
5. — any classes today?	(no)
6. — any music now?	(none)
7. — any service today?	(no)
8. — any shopping carts now?	(none)
9. — any water today?	(none)
10. — any questions now?	(no)

B. Many, much, a lot (of); how many, how much

Repeat after your teacher: (1) each affirmative question and both possible answers; (2) each negative question and the same answers.

1. With Count Nouns

Are(n't) there many letters today?
- Yes, there are many.
- No, there aren't many.

Are(n't) there a lot of letters today?
- Yes, there are a lot.
- No, there aren't a lot.

How many letters are there today?
- There are five.
- There's only one.

2. With Mass Nouns

Is(n't) there much mail today?
- No, there isn't much.
- Yes, there's a lot.

Is(n't) there a lot of mail today?
- Yes, there's a lot.
- No, there isn't a lot.

How much mail is there today?
- There are five letters.
- There's only one letter.

- **Many, much,** and **a lot (of)** indicate a large, indefinite quantity. These words may be determiners or pronouns.
- Use **many** with plural count nouns, in questions and statements. Use **much** with mass nouns, in questions and negative statements. Use **a lot (of)** with count or mass nouns, in all types of sentences.
- Use **how many** with count nouns and **how much** with mass nouns.

▶ 1. T: Do you need much milk? CL: (*repeat*) ST: Yes, we need a lot.

rolls CL: Do you need **many rolls**? ST: Yes, we need a lot.

1. sugar
2. steaks
3. cheese
4. carrots
5. tomatoes
6. ice cream
7. vegetables
8. self-control

▶ 2. T: Do you buy a lot of food? CL: Do you buy a lot of food?

ST: No, I don't buy much.

toys CL: Do you buy a lot of **toys**?
ST: No, I don't buy **many**.

1. wine
2. stamps
3. jewelry
4. clothing
5. cosmetics
6. medicine
7. magazines
8. stationery

C. Few and a few; little and a little

Repeat these sentences after your teacher.

1. With Count Nouns

There are **a few** letters for us today.
There were **few** letters for us yesterday.
Are there **a few** letters today? Yes, there are **a few**.
Were there many letters yesterday? No, there were **very few**.

2. With Mass Nouns

There is **a little** mail for us today.
There was **little** mail for us yesterday.
Is there **a little** mail today? Yes, there's **a little**.
Was there much mail yesterday? No, there was **very little**.

- The words **few** and **little** indicate a small, indefinite quantity.
- These words may be determiners or pronouns.
- Use **few** with a plural count noun and **little** with a mass noun.
- **A few** and **a little** have the affirmative idea of some.
- **Few** and **little** have the negative idea of not many and **not much**.

▶ 1. *Use these count nouns in the plural with* **how many are there.** *Answer the questions, using* **only a few.** *Follow the example.*

stamp	How many stamps are there?	There are only a few.

1. bill	4. house	7. office	10. student
2. bag	5. room	8. package	11. professor
3. cart	6. closet	9. article	12. cigarette

▶ 2. *Use these mass nouns in questions with* **how much is there.** *Answer the questions, using* **just a little.** *Follow the example.*

food	How much food is there?	There's just a little.

1. milk	4. water	7. bread	10. stationery
2. news	5. money	8. cheese	11. merchandise
3. soap	6. candy	9. medicine	12. shaving lotion

▶ 3. *Complete sentence with the word* **few** *or* **little.**

That man has — friends.
That man has few friends.

He knows — French.
He knows little French.

1. Our town has — banks.
2. My flowers need — water.
3. Jack reads — magazines.
4. There's — traffic here.
5. Drugstores sell — food.
6. She wears — jewelry.
7. There are — shops here.
8. We have — time for lunch.
9. That girl has — patience.
10. We have — big cities here.

WHAT AND HOW IN EXCLAMATIONS

I. WHAT + NOUNS

Repeat the sentences in A *and* B *from left to right, across the page.*
Example: **What wine! What good wine! What good wine this is!**

A. Mass Nouns

		C (noun) + S + V
What wine!	What good wine!	What good wine this is!
What water!	What cold water!	What cold water this is!
What bread!	What white bread!	What white bread that is!
What coffee!	What black coffee!	What black coffee that is!

B. Count Nouns

What a store!	What a nice store!	What a nice store this is!
What an apple!	What a big apple!	What a big apple that is!
What stores!	What nice stores!	What nice stores these are!
What apples!	What big apples!	What big apples those are!

- The word **what** sometimes introduces an exclamation.
- Use **what a** before a singular count noun, but only **what** before a mass noun or a plural count noun.
- The noun complement with **what** precedes the subject and the verb in an exclamatory sentence.

▶ 1. T: This is a big store.

This is good candy.

1. This is clear water.
2. This is a warm coat.
3. This is good food.
4. This is fresh bread.
5. This is a lovely day.

Cl: What a big store this is!

What good candy this is!

6. This is a small world.
7. This is sweet perfume.
8. This is a large building.
9. This is heavy furniture.
10. This is an expensive toy.

▶ 2. T: That girl is lucky.

Those people are busy.

1. That boy is serious.
2. Those doctors are good.
3. That artist is wonderful.
4. Those students are noisy.
5. That nurse is attractive.

Cl: What a lucky girl she is!

What busy people they are!

6. Those farmers are nice.
7. That man is good-looking.
8. Those neighbors are quiet.
9. That policeman is friendly.
10. Those teachers are popular.

II. HOW + ADJECTIVES OR ADVERBS

Repeat each set of sentences in A *and* B *after your teacher.*

A. How + Adjectives

How good this wine is!
How cold this water is!
How nice this store is!
How big these stores are!

How busy you are this week!
How glad I am to see you!
How easy it is to shop here!
How hard it is to choose!

B. How + Adverbs

How hard those men work!
How fast children grow!
How well they play together!
How often you go shopping!

How easily I forget names!
How slowly Mr. Weston drives!
How clearly the teacher speaks!
How quietly the class listens!

- The word **how** sometimes introduces an exclamation.
- Use **how** before an adjective or an adverb complement.
- The complement with **how** precedes the subject and the verb in an exclamatory sentence.

▶ 1. T: This mail is late.

Cl: How late this mail is!

These shoes are heavy.

How heavy these shoes are!

1. This coffee is hot.
2. This music is strange.
3. These children are happy.
4. This perfume is lovely.
5. These pictures are funny.
6. This news is interesting.
7. These flowers are fresh.
8. This jewelry is expensive.
9. These buildings are tall.
10. This stationery is pretty.

▶ 2. T: It's good to see you.

Cl: How good it is to see you!

I'm glad to be here.

How glad I am to be here!

1. It's nice to meet you.
2. We're sorry to go now.
3. He's happy to help us.
4. We're lucky to know him.
5. It's exciting to travel.
6. It's easy to read this.
7. It's hard to learn Arabic.
8. It's important to study.
9. It's convenient to eat here.
10. It's wonderful to visit here.

▶ 3. T: Jack studies hard.

Cl: How hard Jack studies!

He often mentions you.

How often he mentions you!

1. He gets up early.
2. He goes to bed late.
3. He seldom plays tennis.
4. Dave learns quickly.
5. He does his work easily.
6. Mary writes well.
7. She often writes to us.
8. Jane swims beautifully.
9. The boys drive carefully.
10. They speak English fast.

THE COMPARISON OF ADJECTIVES AND ADVERBS

I. THE USE OF AS . . . AS

Repeat the sentences in A *and* B *after your teacher.*

A. With Adjectives

This book is as large as that one (is).
It's not as heavy as that one (is).
These shoes are as pretty as those (are).
They're not as expensive as those (are).

B. With Adverbs

Jack studies as hard as Tony (does).
He doesn't read as fast as Tony (does).
They listen as carefully as you (do).
They don't speak as clearly as you (do).

- Use as + adj + as to compare two things that are the same.
- Use as + adv + as to compare two actions that are the same.
- The negative is usually **not as . . . as**, but sometimes **not so . . . as.**
- A form of **be** or an auxiliary may complete the sentence.

▶ 1. T: This bank is large. Cl: It isn't as large as that bank.

These lines are long. They aren't as long as those lines.

1. This check is small.
2. These customers are late.
3. This account is convenient.
4. These tellers are friendly.
5. This money is interesting.
6. This post office is new.
7. This mail is important.
8. These clerks are efficient.
9. This package is heavy.
10. These stamps are expensive.

▶ 2. *Read each sentence. Then make a new negative sentence with* **not as . . . as,** *using the word in parentheses. Follow the example.*

Example: Paul works hard. (Dave)
Paul doesn't work as hard as Dave.

1. Dave sings loudly. (Tony)
2. Mary shops carefully. (Mrs. Weston)

3. Tony runs fast. (Jack)
4. Jane talks quietly. (her father)
5. Paul learns quickly. (Dave)
6. Jane cooks well. (her mother)
7. Dave needs money often. (Paul)
8. Jack arrives early. (Mr. Weston)
9. Tom speaks English easily. (Mary)
10. Mary writes letters frequently. (Jane)

II. THE COMPARATIVE AND THE SUPERLATIVE

Repeat the examples in A *and* B *after your teacher.*

A. The Endings -er and -est

1. Short Adjectives (*Usually One Syllable*)

SIMPLE	COMPARATIVE	SUPERLATIVE
long	longer than	the longest
large	larger than	the largest
big	bigger than	the biggest
easy	easier than	the easiest

_____ The first line is long.
_____ The second line is longer than the first.
_____ The third line is the longest (of all).

NOTES ON SPELLING:
(a) Words like large add only -R or -ST: larger, largest.
(b) Words like big double the final consonant: bigger, biggest.
(c) Words like easy change the y to i: easier, easiest.

2. Short Adverbs (*Usually One Syllable*)

SIMPLE	COMPARATIVE	SUPERLATIVE
late	later than	the latest
hard	harder than	the hardest
fast	faster than	the fastest
early	earlier than	the earliest

------ Dave walks fast.
---------- Jack walks faster than Dave (does).
---------- Paul walks the fastest (of all).

B. Irregular Forms

SIMPLE	COMPARATIVE	SUPERLATIVE
good, well	better than	the best
bad, badly	worse than	the worst
little	less than	the least
much	more than	the most
many	more than	the most
far	farther than	the farthest

ADJECTIVES	ADVERBS
This pen is good.	Paul writes well.
It's better than that one (is).	He writes better than I (do).
It's the best one (of all).	He writes the best (of all).
Dave has little time for lunch.	We're not going far.
I have less time than he (does).	I'm going farther than you.
Jack has the least (of all).	Paul's going the farthest.

- Use the comparative form for two persons or things that differ. Use the superlative form for three or more persons or things.
- Add -ER or -EST to one-syllable words and most two-syllable words that end in -Y. A few others are quieter, commoner, and oftener.
- Use the word than before the second noun in a comparison.
- The word the usually precedes the superlative. The phrase of all is understood, but not always expressed.
- A few common adjectives and adverbs have irregular forms for the comparative and the superlative.

▶ 1. T: Jack is taller than Paul. CL: Jack is taller than Paul.

big — Jack is bigger than Paul.

1. old
2. busy
3. nice
4. young
5. happy
6. quiet
7. heavy
8. lucky
9. hungry

▶ 2. T: Tony studies hard. CL: Does Tony study harder than Dave?

ST: No, he doesn't.

1. Tony runs fast.
2. Tony swims well.
3. Tony works hard.
4. Tony eats often.
5. Tony talks fast.
6. Tony sleeps well.
7. Tony gets up early.
8. Tony goes to bed late.
9. Tony doesn't live far.
10. Tony goes home early.

▶ 3. *Read each sentence below and make two new sentences, using the words in parentheses. Follow the example.*

Example: Dave is late. (Jack —, Paul —)
ST A: Jack is later than Dave.
ST B: Paul is the latest of all.

1. Tony's pen is new. (your pen —, my pen —)
2. Jack looks young. (Mary —, Jane —)
3. This student reads well. (that student —, Tony —)
4. Dave seems quiet. (Paul —, Mr. Weston —)
5. Paul studies hard. (Jack —, your brother —)
6. Mary eats little. (Jane —, Mrs. Weston —)
7. Mary's steak is bad. (Paul's steak —, my steak—)
8. Your dog is hungry. (my dog —, Tony's dog —)
9. Jane comes home early. (Mary —, Mrs. Weston —)
10. That girl looks happy. (that boy —, Jane —)

C. More and most; less and least

Repeat the examples in 1 and 2 after your teacher.

1. With Adjectives (*Two or More Syllables*)

SIMPLE	COMPARATIVE	SUPERLATIVE
famous	more famous than	the most famous
crowded	more crowded than	the most crowded
interesting	more interesting than	the most interesting
common	less common than	the least common
expensive	less expensive than	the least expensive
comfortable	less comfortable than	the least comfortable

These toys are more interesting than those (are).
This one is the most interesting (of all).

Those shoes are less expensive than these (are).
That blue pair is the least expensive (of all).

2. With Adverbs (*Two or More Syllables*)

SIMPLE	COMPARATIVE	SUPERLATIVE
easily	more easily than	the most easily
clearly	more clearly than	the most clearly
carefully	more carefully than	the most carefully
slowly	less slowly than	the least slowly
quietly	less quietly than	the least quietly
frequently	less frequently than	the least frequently

Some people speak **more clearly than** others (do).
Our teacher speaks **the most clearly** (of all).
Mary goes shopping **less often than** Jane (does).
Mr. Weston goes **the least often** (of all).

- Use **more** and **most** with most adjectives and adverbs of two or more syllables. Some words have two forms: **more quiet, quieter.**
- Use **less** and **least** (the opposite of **more** and **most**) with both long and short adjectives or adverbs.
- Notice: **less easy** means **not as easy** or **more difficult**, and **less slowly** means **not as slowly** or **faster.**

▶ 1. *Read each sentence below and make two new sentences, using the words in parentheses as subjects. Follow the example.*

His house is modern. (My house —, Paul's house —)

ST A: **My house is more modern than his house.**
ST B: **Paul's house is the most modern of all.**

1. That doctor is famous. (This doctor —, My doctor —)
2. My news is exciting. (His news —, Your news —)
3. My room is attractive. (Mary's room —, Jane's room —)
4. That list is important. (This list —, Our list —)
5. Dave's work is difficult. (My work —, Jack's work —)
6. His story is fascinating. (Your story —, Tony's story —)
7. This garden is beautiful. (Our garden —, That garden —)
8. That chair is comfortable. (This chair —, My chair —)
9. Your answer is interesting. (My answer —, His answer —)
10. That account is convenient. (This account —, My account —)

▶ 2. *Read each sentence below and make two new sentences, using the words in parentheses as subjects. Follow the example.*

Jack reads quickly. (Paul —, Tony —)

ST A: **Paul reads less quickly than Jack.**

ST B: **Tony reads the least quickly.**

1. Tony talks loudly. (Mary —, Mrs. Weston —)
2. Mr. Weston walks slowly. (Jane —, Jack —)
3. Mary sings beautifully. (Tony —, Mr. Weston —)
4. Paul studies seriously. (Dave —, Jack —)
5. Dave writes easily. (Tony —, Paul —)
6. Jack speaks informally. (Paul —, Mr. Weston —)
7. Jane listens carefully. (Jack —, Dave —)
8. Mr. Weston eats quickly. (Mary —, Mrs. Weston —)
9. Mrs. Weston shops often. (Jane —, Mary —)
10. Dave calls home frequently. (Paul —, Tony —)

III. OTHER EXPRESSIONS OF COMPARISON

Repeat these sentences after your teacher. Notice the words **alike, the same (as), similar (to), different (from)** *and* **differ (from).**

Our books are alike.
Our books are the same.
- Mine is like yours (in every way).
- Mine is the same as yours (is).
- Mine is the same size as yours (is).

Our shoes are similar.
- Mine are similar to yours.
- Mine are similar to yours in style.
- Mine are similar to yours in color.

Those shops differ.
Those shops are different.
- One differs from the other in size.
- One differs from the other in service
- One is different from the other.

COMPOSITION

Choose one of these topics and write two or three paragraphs about it. Use short, complete sentences and the vocabulary that you know. Try to use some comparisons and verb forms in the future tense.

1. My Favorite Store
2. Our Shopping Customs
3. Shall We Go Window Shopping?
4. My Shopping List for Tomorrow

VOCABULARIO *¿Conoce Ud. estas palabras y expresiones?*

adventure aventura /ədvénʧɚ/
*__agree__ estar o ponerse de acuerdo /əgrí/
article artículo /ártɪkl̩/
bag bolsa /bæg/
*__bring__ traer /brɪŋ/
candy dulce, bombón /kǽndi/
cigarette cigarrillo /sìgərét/
clothing ropa /klóðɪŋ/
cosmetics cosméticos /kázmétiks/
direction dirección, sentido /dərékʃən/
drug droga /drəg/
elsewhere en otra parte /élshwér/
even aún, incluso /ívən/
few pocos, algunos /fyu/
furniture mueble /fɚ́nɪʧɚ/
groceries víveres, abarrotes /grósriz/
*__grow__ crecer, desarrollarse /gro/
jewelry joyas /ʤúəlri/
less menos /lɛs/
medicine medicina /médəsn̩/
merchandise mercancía(s) /mɚ́ʧəndáɪz/
outside afuera /àʊtsáɪd/
parking lot parque de estacionamiento /párkɪŋ làt/
perfume perfume(s) /pɚ́fyùm/
pharmacy farmacia, botica /fárməsi/
probably probablemente /prábəbli/
quantity cantidad /kwɑntəti/
roof techo, azotea /ruf/
service servicio, despacho /sɚ́vɪs/
shaving lotion loción /ʃévɪŋ lòʃən/ (*de afeitar*)
shop tienda /ʃɑp/
side lado, costado /saɪd/
stationery papelería /stéʃənèri/
such . . . as tal(es) como /səʧ əz/
toy juguete /tɔɪ/
type tipo, clase /tɑɪp/
under bajo, debajo de /ándɚ/
unlike a diferencia de /ənláɪk/
whole todo, entero /hol/

Nota: Los verbos se señalan con un asterisco (*) en el vocabulario.

Expresiones útiles

shopping center centro comercial, plaza
What an adventure! ¡Qué aventura!
by the way a propósito; de paso, entre paréntesis
the best in town (el)(la)(lo) mejor del pueblo
I do need (*forma enfática*) sí necesito
on the right a la derecha
in front al frente, delante
window shopping mirar los escaparates de las tiendas
for example así, por ejemplo
the most famous of all (el)(la) más famoso(-a) de todos(-as)
side by side lado a lado, una tras otra
for instance por ejemplo, a modo de ilustración

PRONUNCIATION

A. WORD DRILL (Sound and Stress)

Pronounce these words clearly. Imitate your teacher.

/p/ pea push pound párty póstal páckage plástic próduct
/b/ bag bill bulb beside becóme búdget bárgain próbably
/t/ toy take type taste truck trúly téller twénty tomáto
/d/ den down draw drug dáiry delíver depósit diréction

/k/ cost cart clear kind cándy cárrot cústomer accóunt
/g/ get good guess grow agrée garáge gróceries cigarétte
/ʧ/ check cheese much branch chícken chócolate mérchandise
/ʤ/ just join juice huge change póstage géneral jéwelry

/f/ few feel fine fresh flávor fóreign fúrniture phármacy
/v/ TV save véry vísit prívate sérvice rélative advénture
/θ/ think thanks three month Smith thírty théater ánything
/ð/ they then thus there this that these those anóther

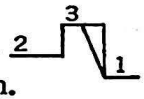
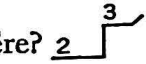
/s/ sir send side soap stop stamp cértain cítizen bícycle
/z/ eggs cards please dózen frózen clóset éasily mágazine
/ʃ/ shoe shop cash fínish sháving lótion spécial offícial
/ʒ/ úsual úsually garáge

/l/ lot less lost load mail roll lísten léttuce lánguage
/m/ mile main miss ítem pérfume máilman médicine cosmétics
/n/ new near need soon turn sign únder néighbor nátural
/ŋ/ bank long thing bring Énglish ópening sávings chécking

/r/ ride roof right wrong récord prómise recéive represént
/y/ you year use Eúrope úsually Itálian uníted univérsity
/w/ way will wear watch world wóman wómen swéater withín
/h/ head home whose whole húrry héavy hóusehold hémisphere
/hw/ why what when where which white élsewhere éverywhere

B. SENTENCE DRILL (Sound, Stress, and Intonation)

Repeat each sentence three times. Imitate your teacher. Follow the intonation for each group of sentences, as indicated.

/p-b/ 1. Let's bŭy a package of pēas in a plăstic băg. 
/f-v/ 2. Let's vĭsit that fine fûrniture store very sōon.
/θ-ð/ 3. They'll hăve another thēater there in thrēe mōnths.
/s-z/ 4. Please sĕnd a dozen cans of frozen frūit juice.
/ʃ-ʒ/ 5. As ūsual, she nēeds more cāsh to finish her shŏpping.
/w-hw/ 6. Whēre will Mrs. Wĕston wear her nēw white swēater?
/k-g/ 7. Can a cŭstomer get mănу good bārgains thēre? 
/ʧ-ʤ/ 8. Can Jāne pay for the Chĭnese jēwelry by chēck?
/m-n-ŋ/ 9. Is Mr. Smĭth opening a chĕcking account at the bănk?
/t-d/ 10. Does the trŭck deliver ăll those tomātoes downtōwn?
/h-y/ 11. Do you ūsually hurry hŏme after your hĭstory clăss?
/l-r/ 12. Will Rŏbert promise to lĭsten to the lānguage rēcords?

STRUCTURE

I. REVIEW OF NOUNS

A. Nouns and Their Modifiers

Read the questions below and answer them in complete sentences. Use the words on the right as modifiers. Follow the examples.

Examples: What kind of an account is that? (savings)
It's a savings account.

Whose hat is this on the chair? (Mr. Weston's)
It's Mr. Weston's hat.

1. What kind of stamps are those? (airmail)
2. Whose bag of groceries is that? (Mrs. Weston's)
3. What kind of weather is this? (winter)
4. What kind of a garage is that? (double)
5. Whose room is this? (the children's)

6. What kind of a vacation is that? (Christmas)
7. Whose name is this on the book? (Paul's)
8. Whose stationery is this? (Mary's)
9. What kind of a person is she? (very nice)
10. Whose black bag is that? (the doctor's)
11. Whose camera is this on the table? (Tony's)
12. What kind of shoes are these? (tennis)
13. Whose friend is Mr. Brown? (the Westons')
14. What kind of a bus is that? (school)
15. What kind of jewelry is this? (expensive)

B. Mass and Count Nouns

1. T: Do you want two pieces of cake? CL: *(repeat)*

cup of tea — CL: Do you want two cups of tea?

1. piece of pie
2. glass of milk
3. cup of coffee
4. loaf of bread
5. pound of meat
6. dish of cereal
7. piece of bread
8. glass of water
9. bowl of soup
10. bottle of wine
11. head of lettuce
12. dish of ice cream

2. T: We don't have much soap. CL: We don't have much soap.

ST: Can we get a little more?

eggs — CL: We don't have many eggs.
ST: Can we get a few more?

1. peas
2. cash
3. news
4. water
5. rolls
6. candy
7. cheese
8. apples
9. records
10. carrots
11. perfume
12. groceries
13. bread
14. lettuce
15. cards
16. stamps

II. REVIEW OF VERBS

A. Imperative and Request Sentences

1. Imperative Sentences

T: Please buy this book. CL: Please buy this book.

ST: Don't buy that book.

spell this word

CL: Please **spell this word.**
ST: Don't **spell that word.**

1. use this cart
2. carry this bag
3. cash this check
4. try this candy
5. sit in this chair
6. save this receipt
7. buy this medicine
8. read this magazine
9. deliver this package

2. Request Sentences

T: Will you please come in? CL: Will you please come in?

sit down

Will you please **sit down?**

1. write faster
2. start to read
3. listen to this
4. open your book
5. speak more loudly
6. copy this sentence
7. look at the examples
8. repeat these words
9. come again tomorrow

B. Linking Verbs

1. T: He looks happy. CL: He looks happy.

seem
tired
feel

He **seems** happy.
He seems **tired.**
He **feels** tired.

1. they
2. hungry
3. look
4. the dog
5. clean
6. the clothes
7. seem
8. large
9. the chair
10. heavy
11. feel
12. the cake
13. look
14. good
15. taste
16. smell

2. T: Is that a good bank? CL: It looks like a good bank.

Are these new bulbs? They look like new bulbs.

1. Is that a new car?
2. Is he a young man?
3. Are these his gloves?
4. Is that a nice house?
5. Are these fresh eggs?
6. Is this the right corner?
7. Is that a heavy bag?
8. Are those easy exercises?
9. Is she a good tennis player?
10. Are these her letters?

C. Verbs in Future Time

1. T: I'm going to write a letter. CL: *(repeat)*

mail
a package
he

CL: I'm going to mail a letter.
I'm going to mail a package.
He's going to mail a package.

1. a postcard
2. buy
3. some stamps
4. we
5. some stationery
6. use
7. she
8. an air letter
9. they

2. T: Paul's at home now. CL: Will Paul be at home tomorrow?

ST: Yes, he will.

He's busy today.

CL: Will he be busy tomorrow?
ST: Yes, he will.

1. Mary's at school now.
2. She's in class now.
3. Jack's absent today.
4. He's in bed today.
5. The doctor's there now.
6. He's at the office now.
7. The eggs are fresh today.
8. You're ready to go now.
9. Our homework is hard today.
10. Our classes are short today.

III. REVIEW OF QUESTIONS

A. Negative Questions

T: Don't you like coffee? CL: Don't you like coffee?

ST: No, I don't.

Can't you play tennis? CL: Can't you play tennis?
ST: No, I can't.

1. Aren't you a doctor?
2. Can't you find your key?
3. Don't you know my name?
4. Can't you wait for Dave?
5. Won't you be here early?
6. Don't you like carrots?
7. Aren't you going to stay?
8. Don't you work at the school?
9. Won't you introduce me to Tom?
10. Aren't you going to come back?

B. Attached Questions

T: He's a good actor. CL: He's a good actor, isn't he?

Let's go now. Let's go now, shall we?
She can't come with us. She can't come with us, can she?

1. We'll leave tomorrow.
2. They aren't able to go.
3. You'll be ready at six.
4. He won't drive his car.
5. We'll take a bus.
6. Let's wait over there.
7. Mary likes good movies.
8. The theater's open now.
9. You can get our tickets.
10. Let's buy some candy.
11. These stores seem crowded.
12. Let's look in the windows.
13. Let's stop at the bank.
14. We can't stay very long.
15. We won't have much time.
16. I can open a bank account.
17. Let's get in that line.
18. These checks belong to Paul.
19. All the tellers are busy now.
20. These bills don't look new.

NOTE: The attached questions may also have falling intonation (3-1) except in 6, 10, 12, 13, and 17.

C. Questions with shall

T: Shall we go there today? CL: Shall we go there today?

ST: No, let's go there tomorrow.

visit Mary

CL: Shall we visit Mary today?
ST: No, let's visit Mary tomorrow.

1. take a ride
2. wash the car
3. write to Tom
4. walk to the store
5. mail the cards
6. buy some milk
7. stop at the bank
8. go to a movie
9. pick up some stamps

IV. REVIEW OF ADJECTIVES AND ADVERBS

A. The Use of Adverbs

1. Frequency Words

T: He often watches TV. CL: He often watches TV.

listen to the news
we seldom

He often listens to the news.
We seldom listen to the news.

1. go to a movie
2. she sometimes
3. walk to school
4. they rarely
5. attend a party
6. he frequently
7. play soccer
8. she never
9. study on Sunday
10. we usually
11. take a bus home
12. they always

2. Adverbs of Place, Time, Manner, and Degree

Read each statement, using the word on the right in the sentence. Then change the statement to a question and give a yes *answer.*

Example: Mary can study this evening. (upstairs)
Mary can study upstairs this evening.

Can Mary study upstairs this evening? Yes, she can.

1. Mary can spell many words. (correctly)
2. She can pronounce the words well. (very)

3. Jack can go to visit his uncle. (soon)
4. He can stay for two weeks (there)
5. He can leave on the train. (tomorrow)
6. The train can go fast. (quite)
7. The girls can walk home from school. (easily)
8. They can watch TV at six o'clock. (in the den)
9. They can help Mrs. Weston in the kitchen. (later)
10. She can make chicken soup well. (especially)

B. The Comparison of Adjectives and Adverbs

Read each question and give two answers, one with the comparative form and one with the superlative form. Follow the examples.

Examples: Is this pen as good as that one?
ST A: **It's better than that one.**
ST B: **But it's not the best one of all.**

Does Paul work as hard as Dave does?
ST A: **He works harder than Dave does.**
ST B: **But he doesn't work the hardest of all.**

1. Is this stamp as large as that one?
2. Is this bank as modern as that one?
3. Does Jane speak as quickly as Mary does?
4. Are these shoes as practical as those?
5. Is this dress as long as that one?
6. Does Jack play tennis as well as Paul does?
7. Is this restaurant as big as that one?
8. Is this room as attractive as that one?
9. Does Dave eat as much as Tony does?
10. Are these meals as expensive as those?
11. Is this road as bad as that one?
12. Do these cars go as fast as those?
13. Does Jane drive as carefully as Jack does?
14. Is this lesson as difficult as that one?
15. Are these boys as noisy as those?

V. REVIEW OF PREPOSITIONS

Read these sentences, using **in, on, at, to, from, of, for,** *or* **with.**

Example: Mary often writes — her family.
Mary often writes **to** her family.

1. Mary usually studies — the evening.
2. She often goes — the library.
3. She often studies — the library — Jane.
4. The library has a lot — special books.
5. The girls don't have these books — home.
6. The library closes — eleven o'clock.
7. The girls often stop — a restaurant — coffee.
8. Mary is studying — an English test now.
9. The test will be — Monday.
10. The questions will be — the blackboard.
11. Some — the questions will be hard.
12. The professor usually stays — his desk.
13. The class is — one — two — the afternoon.
14. Mary likes to listen — the news — TV.
15. One news program begins — six o'clock.
16. She usually waits — it every day.
17. The Westons' TV set is — the den.
18. Jane often watches the news — Mary.
19. They hear the news — all over the world.
20. Then they help Mrs. Weston — the kitchen.

VI. WORD ORDER

Arrange each group of words on the next page in the correct order and then read the sentence. A question mark (?) *below the words indicates a question, and an exclamation mark* (!) *indicates an exclamatory sentence.*

Examples:	nice	to	**What a nice day!**
	a	it's	
	day	going	**It's not going to rain.**
	what	not	
	!	rain	

1. hurry
to
let's
bank
the
over

2. on
open
isn't
Sunday
it
?

3. this
for
cash
me
check
please

4. to
don't
check
forget
the
endorse

5. across
a
that
the
is
branch
street
bank

6. lines
there
what
today
long
are
!

7. of
friendly
tellers
all
how
the
seem
!

8. good
is
the
Paul's
a
friend
teller
of

9. shopping
name
what's
this
of
center
the
?

10. those
similar
are
shoes
yours
to
?

11. from
different
a
little
those
are
mine

12. than
too
more
expensive
mine
they're

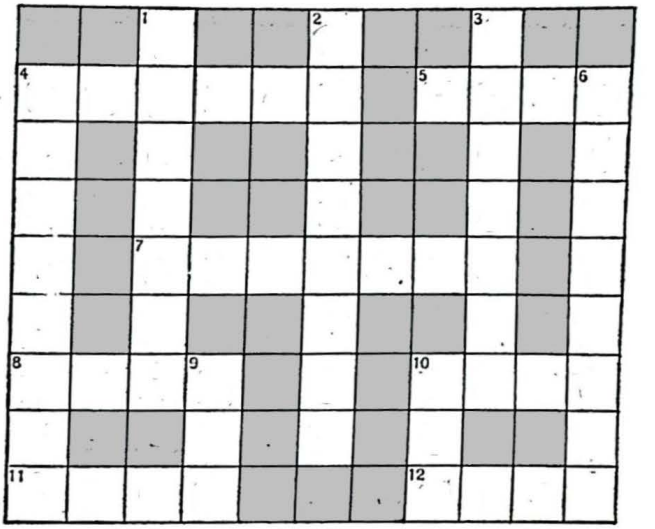
13. like
good
this
look
a
doesn't
restaurant
?

14. is
that
as
one
as
it
crowded
?

15. have
some
don't
hot
we
coffee
why
?

16. hat
is
the
whose
chair
that
on
?

CROSSWORD PUZZLE
A Review of Some Words in Lessons 1-9



ACROSS →

4. The — banks in different parts of a city are very convenient.
5. It's easy to pick out a nice — of lettuce at the supermarket.
7. You can send that letter by — for eight cents.
8. It's convenient to see the price on each — in a supermarket.
10. Is it — that there is a lot of advertising in the mail?
11. The — on that door says "United States Post Office."
12. The title — refers to a girl or a woman that is not married.

DOWN ↓

1. A — usually needs more postage than a letter, doesn't it?
2. A modern American drugstore sells more things than a — does.
3. Airmail stamps cost more than — postage stamps.
4. Mrs. Weston likes to find — in the supermarket.
6. A mailman — mail once a day to the Weston's home.
9. Most customers in a supermarket are women, but some are —.
10. Mary writes to her brother — every month.

11 LESSON ELEVEN

A TELEPHONE CALL

One of Mary's classmates is Jack Rossi. Last Thursday he decided to call Mary up and invite her to a movie. He looked up her number in the telephone book and then dialed it, but the line was busy. Then he waited a while and dialed again.

Voice: Hello.

Jack: Hello. Is this the Weston residence?

Voice: No, it isn't. I think you have the wrong number.

Jack: Oh, I'm sorry. Excuse me.

Jack put down the phone. In a moment, he picked it up and tried again. This time he was very careful to dial the right number.

Mr. W. Hello. This is Mr. Weston speaking.

Jack: Is Mary there?

Mr. W. No, she isn't right now. Do you want to leave a message?

Jack: Well, this is Jack Rossi. Will she be back soon?

Mr. W. I don't really know. She went out a few minutes ago.

Jack: Thank you. I'll call back later.

Mr. W. Just a moment . . . she's coming in the door now.

Jack: Good! Then I'll wait.

Mary: Hello.

Jack: Hello, Mary. This is Jack Rossi.

Mary: Oh, hello, Jack. How are you?

Jack: Just fine, thanks. And you?

Mary: Very well. You weren't in class yesterday, were you?

Jack: No. I had a bad toothache, and I went to see the dentist.

Mary: Oh! And then what happened?

Jack: One tooth was infected, and he decided to pull it out.

Mary: That's too bad. Did it hurt very much?

Jack: No, I hardly felt it. He used something to stop the pain.

Mary: You were lucky to get an appointment, weren't you?

Jack: Yes, I was. By the way, how about a movie tomorrow night?

Mary: Well, I really need to study for a test. What's on?

Jack: There's a new movie in town. You'll like it; it's a comedy.

Mary: Can we go early? Then I can study afterwards.

Jack: Sure. That's fine.

Mary: All right, Jack. I'll be glad to go.

Jack: What time shall I pick you up?

Mary: Why don't you come at a quarter to seven?

Jack: O.K. See you then, Mary. Goodbye.

Mary: Goodbye, Jack. And thanks for calling.

THAT WONDERFUL INVENTION, THE TELEPHONE

The telephone was born in America; the place was Boston; and the date was January 25, 1876, when Alexander Graham Bell spoke the first words over his new invention. He said to his assistant in the next room, "Mr. Watson — come here — I want you."

At first, people thought the telephone was a novelty; now they think it is a necessity. The telephone is important today in the lives of millions of people around the world. It carries messages of all kinds; but, most of all, it brings people and countries closer together.

Many years ago, an operator dialed all the numbers. Then later, a person was able to dial local numbers on his own phone, but he needed the operator's help for a long distance call. Today, however, an American can dial a number thousands of miles away — from New York to California or from Minnesota to Florida. The service is also better now, and the rates are becoming lower every year. For instance, in 1915 a call from New York to San Francisco cost $20.70 for three minutes, but now the same call costs $2.00 during the day and only $1.00 at night.

Some day people will not dial their numbers, but will push buttons instead. Some day they will be able to see each other on a picture phone. And there will surely be more calls between continents, not only through cables under the water but also through a system of communications in space. Will we be able to understand one another?

Jack: What's the shortest distance between two points?

Mary: A straight line.

Jack: That's right. And what's the quickest distance?

Mary: I don't know. What is it?

Jack: A long distance phone call.

CONVERSATION

Give one or more answers to each question, using complete sentences.

1. Who called Mary up?
2. When did he call her up?
3. Why did he call her up?
4. Why did he need a telephone book?
5. How many times did he dial the number?
6. Who answered the phone the first time? . . . the second time?
7. When did Mary want to go to the movie?
8. Why did she want to go then?
9. When did Jack promise to pick her up?
10. What did Mary say at the end of the conversation?
11. Do you use a telephone very much?
12. Do you ever dial the wrong number?
13. How do people answer the phone in English?
14. What is the phone service like in your country?
15. Does it take long to make a long distance call?

PRONUNCIATION

A. WORD DRILL (Sound and Stress)

Each group of words illustrates a certain *vowel sound* before /r/.

Pronounce these words clearly, and watch the stressed syllables.

/ɪr/ here dear near year clear cheer sérious enginéer
/ɛr/ air pair wear there párent cáreful rárely América
/ɑr/ far hard large start párty gárden bárgain phármacy
/ɔr/ for door four course north endórse accórding dórmitory
/ʊr/ sure your yours súrely tóurist
/ɚ/ sir turn world cértain pérfume cértainly fúrniture

B. SENTENCE DRILL (Sound, Stress, and Intonation)

Each sentence has several words with the same *vowel sound* before /r/. The *stress* on certain syllables is important for the rhythm. At least two stresses are higher in tone than the others.

Repeat each sentence three times. Watch the intonation on the attached questions in each group of sentences.

/ɔr/ 1. The store is north of the dormitory, isn't it? 2 ↗ 3
/ɪr/ 2. There's a serious engineer here this year, isn't there?
/ɚ/ 3. They'll deliver her furniture on Thursday, won't they?

/ʊr/ 4. Your friend is surely a popular tourist, isn't he? 3 ↘ 1
/ɑr/ 5. Large cars are hard to start in March, aren't they?
/ɛr/ 6. Mary rarely wears a pair of very old shoes, does she?

STRUCTURE

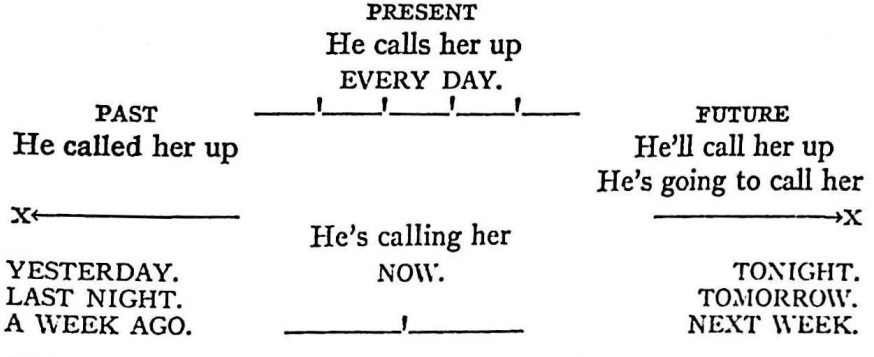
PAST TIME

I. THE SIMPLE PAST TENSE OF REGULAR VERBS

A. Comparison of Present, Past, and Future Time

Repeat each group of sentences below after your teacher.

Jack decided to call Mary up yesterday.
He looked up her number first.
Then he dialed it.



- The simple past tense indicates a completed action in the past.
- It refers to a definite point of time, such as yesterday, last night, last week, or a week ago.

B. The Pronunciation of the Simple Past

Repeat these examples after your teacher.

1. -ED /t/	2. -ED /d/		3. -ED /ɪd/
I looked	it rained	it snowed	he decided
we stopped	he called	you tried	I attended
she danced	I listened	we studied	she needed
he laughed	they moved	she played	we started
they talked	we traveled	I wondered	you waited
you watched	she arrived	he answered	they rested

- The simple past tense of all regular verbs ends in -ED. Use the same form with all subjects.
- Pronounce the -ED as /t/ after all voiceless sounds except /t/.
- Pronounce the -ED as /d/ after all voiced sounds except /d/.
- Pronounce the -ED as /ɪd/, an extra syllable, after /d/ and /t/.

C. The Spelling of the Simple Past

1. + ED	2. + D	3. (Y) + IED	4. + ED
looked	used	try — tried	stop — stopped
dialed	owed	study — studied	plan — planned
rained	liked	carry — carried	omít — omitted
missed	lived	hurry — hurried	refér — referred
called	danced	BUT	
helped	closed	play — played	wait — waited
cashed	arrived	stay — stayed	ópen — opened
watched	received	enjoy — enjoyed	óffer — offered
laughed	changed		vísit — visited
started	tasted		trável — traveled
attended	decided		repeat — repeated

- In general, add -ED to the simple form of the verb. (**look, looked**)
- Add only -D if the verb ends in -E. (**live, lived**)
- Change the **y** to **i** and add -ED:
  — if the verb ends in -Y, preceded by a consonant. (**try, tried**)
- Double the final consonant and add -ED:
  — if the verb ends in one consonant, preceded by one vowel. (**stopped**)
  — and if the stress is on the last syllable. (**refer, referred**)

▶ *Read each sentence below and repeat it with the past tense, using* **yesterday** *in place of* **every day.** *Follow the example.*

Example: Tony calls Sue every day. Tony called Sue yesterday.

1. Tony talks to Sue at school every day.
2. He waits for her after class every day.
3. They walk to the library every day.
4. They study there together every day.
5. Sue attends one class with Mary every day.
6. They try to finish their homework every day.
7. Mr. Weston works at his office every day.
8. He starts at eight o'clock every day.
9. He closes his office at five every day.
10. He stops to buy a newspaper every day.
11. He rests a while before dinner every day.
12. He watches the news on TV every day.

II. THE SIMPLE PAST TENSE OF IRREGULAR VERBS

A. The Use of the Simple Past

Repeat each group of sentences after your teacher.

The mailman **came** late yesterday.
He **had** a heavy load of mail.
He **brought** two letters for me.
He **put** them in the mailbox.
I **saw** him and **spoke** to him today.

Mary **went** out an hour ago.
She **took** her key with her.
She **left** a message for us.
We **found** it on the table.
I read it quickly.

- A number of English verbs are irregular because the past tense does not end in -ED. Use the same form with all subjects.
- The word **today** may be past in relation to the present moment.

B. Some Common Irregular Forms (Spelling and Pronunciation)

Repeat these forms after your teacher and learn to spell them.

be	— **was, were**	/wɔz, wɚ/	know	— **knew**	/nu/
begin	— **began**	/bɪgǽn/	leave	— **left**	/lɛft/
bring	— **brought**	/brɔt/	make	— **made**	/med/
buy	— **bought**	/bɔt/	meet	— **met**	/mɛt/
choose	— **chose**	/ʧoz/	pay	— **paid**	/ped/
come	— **came**	/kem/	put	— **put**	/pʊt/
cost	— **cost**	/kɔst/	read	— **read**	/rɛd/
cut	— **cut**	/kət/	say	— **said**	/sɛd/
do	— **did**	/dɪd/	see	— **saw**	/sɔ/
drive	— **drove**	/drov/	sell	— **sold**	/sold/
feel	— **felt**	/fɛlt/	send	— **sent**	/sɛnt/
find	— **found**	/faʊnd/	sit	— **sat**	/sæt/
forget	— **forgot**	/fɚgát/	speak	— **spoke**	/spok/
get	— **got**	/gɑt/	spend	— **spent**	/spɛnt/
give	— **gave**	/gev/	take	— **took**	/tʊk/
go	— **went**	/wɛnt/	teach	— **taught**	/tɔt/
have	— **had**	/hæd/	tell	— **told**	/told/
hear	— **heard**	/hɚd/	think	— **thought**	/θɔt/
hurt	— **hurt**	/hɚt/	write	— **wrote**	/rot/

understand — **understood** /ənd*ɚ*stúd/

- A few verbs do not change from the simple form: **cost, cut, hurt, put.** **Read** changes in pronunciation /rid, rɛd/, but not in spelling.
- Some verbs change only the vowel: **come — came, meet — met, sit — sat, get — got.**
- Some verbs forms end in **-D**: **have — had, hear — heard, sell — sold.**
- Some verb forms change from **-D** to **-T**: **send — sent, spend — spent.**
- Other forms change radically: **go — went, buy — bought, leave — left, teach — taught.**

NOTE: You will find a list of common irregular verbs in the Appendix.

▶ *Read each sentence, using the past tense of the verb in parentheses.*

Example: Mary and Jane (go) to a French movie last week.
Mary and Jane **went** to a French movie last week.

1. The movie (be) at the University Theater.
2. The girls (leave) the house at six-thirty.
3. Mr. Weston (drive) them to the campus.
4. They (pay) a dollar for two tickets.
5. Each ticket (cost) fifty cents.
6. The girls (buy) some candy to eat.
7. They (choose) seats in the balcony.
8. Mary (understand) the French words very well.
9. The girls (feel) hungry after the long movie.
10. They (go) to a restaurant for something to eat.
11. They (have) chocolate cake and coffee.
12. They (meet) some of their friends there.
13. They (speak) to them about the movie.
14. Jane (see) one of her professors, too.
15. The girls (get) home at ten o'clock.

III. NEGATIVE STATEMENTS IN THE SIMPLE PAST

Repeat each set of sentences after your teacher.

S +	did not + V	+ C	S +	didn't + V	+ C
	FULL FORMS			CONTRACTED FORMS	
I / You / He / She	did not work	yesterday.	I / You / He / She	didn't work	yesterday.
I / You / He / She	did not feel	very well.	I / You / He / She	didn't feel	very well.
It	did not rain	last week.	It	didn't rain	last week.
We / You / They	did not study	yesterday.	We / You / They	didn't study	yesterday.
We / You / They	did not know	the lesson.	We / You / They	didn't know	the lesson.

- **Did** is the past tense of **do**. As an auxiliary, **did** has no meaning; it is only a sign of the past, with regular or irregular verbs.
- The negative form is did + not + the simple form of the verb.
- Use the contraction **didn't** /dídnt/ in conversation.
- Use the same negative form with all subjects.

▶ *Change each sentence to the negative and use the determiner* **this.** *Then add an affirmative sentence, using* **that one.** *Follow the examples.*

Examples: Paul did an exercise.
Paul didn't do this exercise. **He did that one.**

Jane wrote a letter.
Jane didn't write this letter. **She wrote that one.**

1. Dave got a package.
2. I bought a raincoat.
3. Tony went to a movie.
4. Jane left a book
5. The teacher taught a lesson.
6. Mary understood a lecture.
7. Jack thought about a program.
8. Dr. Gray sent a message.
9. Mrs. Weston read a story.
10. Mr. Weston drove a car.
11. Mary took a bus.
12. Paul sold a bicycle.

IV. QUESTIONS IN THE SIMPLE PAST

A. Simple Questions

Repeat these questions and answers after your teacher.

Did / Didn't + S	+ V	+ C	SHORT ANSWERS
Did you	call	her yesterday?	Yes, I did.
Didn't you	see	her last night?	No, I didn't.
Did she	answer	the phone?	Yes, she did.
Didn't she	know	your voice?	No, she didn't.
Did it	rain	last night?	No, it didn't.
Didn't it	become	windy?	No, it didn't.
Did they	arrive	last week?	Yes, they did.
Didn't they	bring	their dog?	Yes, they did.

- Use **did** for all affirmative questions in the simple past.
- Use the contraction **didn't** for all negative questions. The long form **did you not** or **did she not** occurs only in formal speech.
- Always use the simple form of the verb after this auxiliary.
- A yes or no answer is possible after each question.

▶ 1. *Make affirmative questions from the sentences below. Give* **yes** *answers, using subject pronouns and the words in parentheses.*

Example: Mary and Mrs. Weston went shopping. (last week)
Did Mary and Mrs. Weston go shopping?
Yes, they went shopping last week.

1. Mrs. Weston spent a lot of money. (for food)
2. She wrote a check. (to pay for the food)
3. Mr. Weston met the women. (at the supermarket)
4. He took their bags of groceries. (to the car)
5. Mary saw some nice black shoes. (in a store window)
6. Mrs. Weston liked the blue shoes. (on the right)
7. The black shoes cost more. (than the blue ones)
8. The women came to a dress shop. (near the shoe store)
9. Mary wanted the white dress. (because it was pretty)
10. Mrs. Weston chose the green one. (because it was practical)
11. Mr. Weston bought some candy. (at the drugstore)
12. He paid the drugstore clerk. (with cash)

▶ 2. *Make negative questions from the sentences below. Give short* **yes** *or* **no** *answers, as indicated. Follow the example.*

Example: The shopping center had a supermarket. (yes)
Didn't the shopping center have a supermarket?
Yes, it did.

1. Mr. Weston drove the women to the supermarket. (yes)
2. He left the women there for a while. (yes)
3. Mrs. Weston forgot to take her money. (no)
4. Mary paid for some of the groceries. (no)
5. They had lunch at the shopping center. (no)
6. They saw some pretty shoes and dresses, too. (yes)
7. Mary needed something in the drugstore. (no)
8. Mrs. Weston found some stationery there. (yes)
9. Mr. Weston bought some candy for Jane. (no)
10. The same drugstore sold toys, too. (yes)
11. Mr. Weston met his wife there. (yes)
12. He gave a check to the cashier. (no)

B. Questions with Interrogative Words

(1) *Repeat these questions and the full answers after your teacher.*
(2) *Repeat the questions again and give the short answers.*

IW + did + S + V + C	(FULL) *or* SHORT ANSWERS
What did you do last night?	We watched TV.
Where did you watch it?	(We watched it) at home.
When did you watch it?	(We watched it) in the evening.
Why did they hurry?	(They hurried) because they were late.
Why didn't Tony hurry?	(He didn't hurry) because he was tired.

- An interrogative word usually precedes the auxiliary **did** or **didn't**.
- When **who** or **what** is the subject, use only the verb without the auxiliary. *Examples:* **Who came yesterday? What happened?**
- Both full and short answers are possible. Do not say **yes** or **no.**

▶ *Make a question based on each statement. Then give the answer.*

Examples: *Jack* called Mary up. Who....?
ST A: Who called Mary up?
ST B: Jack called Mary up.

He called her up *last Thursday.* When....?
ST A: When did he call her up?
ST B: He called her up last Thursday.

1. He found her number *in the phone book.* Where...?
2. He called *because he wanted to talk with her.* Why.....?
3. *Mr. Weston* answered the phone. Who....?
4. He said *that Mary wasn't there.* What....?
5. She came back *in a few minutes.* When....?
6. Jack wasn't in class *because his tooth hurt.* Why....?
7. He went *to the dentist's office.* Where...?
8. The dentist pulled out *Jack's tooth.* What....?
9. Jack felt *much better.* How.....?
10. He wanted to take Mary *to a movie.* Where...?
11. She wanted to go early *because she had a test.* Why....?
12. They decided to leave *at a quarter to seven.* When....?

TWO-WORD VERBS

I. INSEPARABLE TWO-WORD VERBS

Repeat the sentences in A *and* B *after your teacher.*

A. **Verb + Adverb**

When did she **get up**?
When did she **go out**?
When will she **be back**?
Why don't you **come in**?
Why don't you **sit down**?
Let's **go on** with the lesson.

B. **Verb + Adverb + Object**

We **called on** some friends last Sunday.
We **looked for** a taxi, but didn't find one.
We **got on** a bus at Ninth Street.
We **got off** the bus at Union Avenue.

- A two-word verb consists of two parts, a short verb and an adverb. The adverb changes or modifies the basic meaning of the verb. *Examples:* **be back = return; go on = continue; call on = visit.**
- A two-word verb is inseparable if it has no object (A above) or if the object always follows both parts of the verb (B above).
- The heavy stress is often on the adverb, especially in questions.

▶ *Make statements in the simple past tense, using the subject* **he.**

Examples: get up early — **He got up early.**
look for his shoes — **He looked for his shoes.**

1. go out after breakfast
2. call on some friends
3. look for a bus
4. get on the downtown bus
5. get off at the post office
6. go on down the street
7. look for some good bargains
8. sit down to rest for a while
9. get on a bus at four o'clock
10. get back home at five-thirty

II. SEPARABLE TWO-WORD VERBS

Repeat the sentences in A *and* B *after your teacher.*

A. **Verb + Adverb + Object**

Jack **called up** Mary last night.
He **looked up** her number first.
Then he **picked up** the phone and dialed.
The line was busy. He **put down** the phone.

B. Verb + Object + Adverb

Did Jack call Mary **up** last night?	Yes, he called her **up**.
Did he look her number **up** first?	Yes, he looked it **up**.
Did he pick the phone **up** then?	Yes, he picked it **up**.
When did he **put** the phone **down**?	He **put** it **down** later.

- A two-word verb is separable if a *noun* object can either follow both parts (A above) or separate the two parts (B above).
- A *pronoun* object cannot follow; it can only separate such a verb.

▶ *Answer the questions below, using the words in parentheses. Use subject and object pronouns in your answers. Follow the example.*

Example: When did Jack call up Mary? (last Thursday)
He called her up last Thursday.

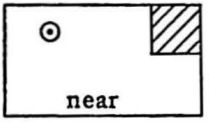
1. Why did Jack put down the phone? (because the line was busy)
2. Who pulled out Jack's tooth? (the dentist)
3. When will Jack pick up Mary? (at a quarter to seven)
4. Where did Jane try on the hats? (in a hat shop)
5. Why did she pick out that one? (because she liked it)
6. Where did Mary look up the word? (in the vocabulary)
7. When did she pick up her letter? (a few minutes ago)
8. Why did Tony call up Sue? (to ask about a movie)
9. Where did he look up her number? (in the telephone book)
10. Why did Tony call Sue back? (to ask another question)

PREPOSITIONS

I. PREPOSITIONS OF PLACE

Study each picture. Then read the question on the right and give four answers with each preposition. (*twelve in* B, *and eight in* D)

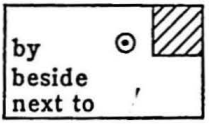
A.



Where does John live? He lives —.

1. the bank
2. the campus
3. the post office
4. the shopping center

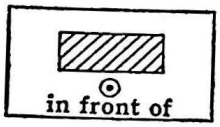
B.



Where's he sitting now? He's sitting —.

1. the piano
2. the TV set
3. the window
4. the teacher's desk

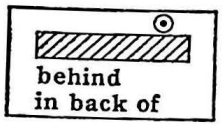
C.



Where shall we meet him? Let's meet him —.

1. the church
2. the theater
3. the library
4. the dormitory

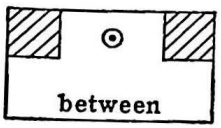
D.



Where did you see him? I saw him —.

1. the house
2. the school
3. the hospital
4. the drugstore

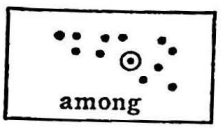
E.



Where did he park his car? He parked it —.

1. the two houses
2. the two garages
3. the two trees
4. the two buildings

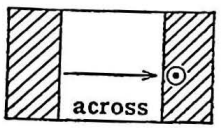
F.



Where did he sit in the theater? He sat —.

1. his friends
2. the students
3. his classmates
4. the young people

G.

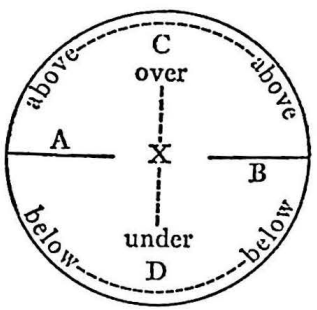


Where was he this afternoon? He was —.

1. the street
2. the campus
3. the lake
4. the river

II. ABOVE AND BELOW; OVER AND UNDER

Study this picture and then repeat the examples after your teacher.



How clear the sky is above us!
He lives above us on the third floor.

The people below us are very quiet.
Australia is below Japan on our map.

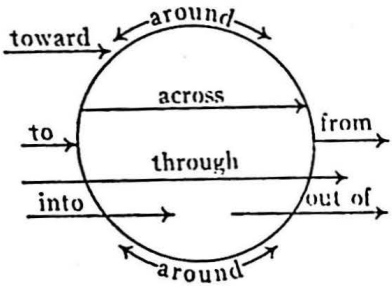
Many planes fly over the ocean.
Some fly over the highest mountains.

I put a message under your door.
We found your keys under the package.

- A and C are both higher than X. B and D are both lower than X.
- A is above X, but not over X. B is below X, but not under X.
- C is over X, and also above X. D is under X, and also below X.

III. PREPOSITIONS OF DIRECTION

Study this picture and then repeat the examples after your teacher.



I saw the boy an hour ago.

He walked **toward** the old house. He went to the front door.

He opened it and went **into** the house. He walked **through** it.

Soon he came **out of** another door. He ran away **from** the house.

He went **across** the street and then **around** the corner.

DICTATION

(Books Closed)

Your teacher will read the following passage three times:

(1) *the whole passage, at normal speed — for you to* **hear** *it;*
(2) *each sentence or unit, with punctuation — for you to* **write** *it;*
(3) *the whole passage again — for you to* **check** *your spelling.*

1. Jack Rossi was absent from his classes last Wednesday. 2. He was lucky to get an appointment with the dentist that day because he had a bad toothache. 3. It was a good thing, too, because his tooth was infected. 4. The dentist decided to pull it out. 5. It didn't hurt very much; in fact, Jack hardly felt it because the dentist used something to stop the pain. 6. The next day, when Jack felt better, he called Mary up. 7. He invited her to a movie on Friday. 8. There was a new one in town, and it was a comedy. 9. Mary really wanted to see the picture, but she also needed to study for a test on Saturday. 10. However, she agreed to go to the early show and then study for a while afterwards.

Note: The teacher may prefer to choose several lines of dialogue on page 166-168, or one of the paragraphs on page 169.

VOCABULARIO

¿Conoce Ud. estas palabras y expresiones?

afterwards después /ǽftɚ·wɚ·dz/

Alexander Graham Bell inventor del teléfono /ǽlɪgzændɚ· grèm bél/

appointment turno, cita /apɔ́ɪntmənt/

assistant ayudante, asistente, /əsístənt/

away de distancia /əwé/

Boston (*Ciudad principal de Massachusetts*) /bɔ́stən/

button botón /bə́tn̩/

cable cable /kébl̩/

***call back** volver a llamar /kɔ́l bǽk/

***call up** telefonear /kɔ́l ə́p/

careful (*to be*) tener cuidado /kérfəl/

classmate condiscípulo /klǽsmèt/

close cerca, cercano /kloz/

comedy comedia /kámədi/

communication comunicación /kəmyùnəkéʃən/

***dial** discar, marcar el número /dɑɪl/

distance distancia /dístəns/

***excuse** dispensar, excusar /ɪkskyúz/

***happen** ocurrir, suceder /hǽpən/

hardly apenas, escasamente /hárdli/

help auyda, auxilio /hɛlp/

***hurt** doler /hɚ·t/

infected infectado /inféktɪd/

invention invención /ɪnvɛ́nʧən/

local vecinal, local /lókl̩/

***look up** buscar (*en un libro*) /lʊk ə́p/

low bajo, barato /lo/

message recado, mensaje /mésɪʤ/

moment momento /mómənt/

necessity necesidad /nəsésəti/

novelty novedad, curiosidad /návəlti/

number número /nʌ́mbɚ·/

operator operador(a) /ɑpərètɚ·/

pain dolor /pen/

phone teléfono /fon/

point punto, lugar /pɔɪnt/

***pull out** extraer, sacar /púl ɑ́ʊt/

***put down** colgar (*el receptor*) /pʊ́t dɑ́ʊn/

rate tarifa /ret/

residence residencia, la casa de /rɛ́zədəns/

straight recto /stret/

system sistema /sístəm/

telephone call llamada telefónica /tɛ́ləfon kɔ̀l/

tooth diente, muela /tuθ/

toothache dolor de muela /túθèk/

voice voz /vɔis/

Watson (*apellido*) /wátsn̩/

while rato, tiempo /hwɑɪl/

Nota: Los verbos se señalan con un asterisco (*) en el vocabulario.

Expresiones útiles

The line was busy la línea estaba ocupada

the right (wrong) number el número correcto (equivocado)

This is Mr. Weston speaking. Habla el señor Weston.

right now ahora mismo, inmediatamente

a few minutes ago hace unos minutos

That's too bad. ¡Qué lástima!, ¡Qué pena!

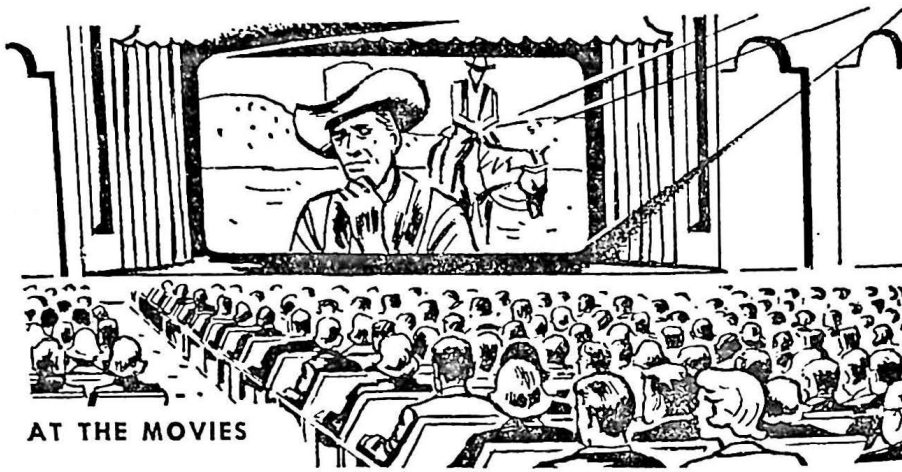
What's on? ¿Qué ponen?, ¿Cuál es el programa?

pick up a person recoger a uno, reunirse con él

Thanks for calling. Gracias por llarmar(me).

most of all sobre todo, lo más importante

12 LESSON TWELVE



AT THE MOVIES

The Westons' doorbell rang before seven, and Jane answered the door.

Jane: Hello, Jack.

Jack: Hi, Jane. Is Mary ready?

Jane: No, but I'll tell her you're here. Won't you come in?

Jack: Thank you. — Good evening, Mrs. Weston.

Mrs. W. Hello, Jack. How are you these days?

Jack: I'm fine, thanks. — Good evening, Mr. Weston.

Mr. W. Won't you sit down? I want to show you something.

Jack: Some pictures? Oh, there's a good one of Mary!

Mr. W. Yes. If you like it, I'll give it to you.

Jack: Thank you very much. And here she is now, in person.

Mary: Hi, Jack. How are you? We'll have to hurry, won't we?

Jack: Yes, if we want to be on time. — Goodbye, Mrs. Weston.

Mrs. W. Goodbye, Jack. — Don't forget your glasses, Mary.

Mary: No, I won't. See you later.

Jack: Good night, Mr. Weston. We'll be back early tonight.

Mr. W. Good night. Have a good time.

Jack and Mary arrived at the theater in time for the newsreel. They wanted to sit in the balcony, but it was already full; so they had to sit downstairs on the main floor. After the newsreel, there was a cartoon and a preview of the next movie. Then they saw the main feature. Everything was in color except the newsreel.

After the show, they met two of their friends, Sue and Tony, and they all decided to go to the drugstore for some ice cream.

Tony: How did you like the movie, Mary?

Mary: Well, I thought it was a little silly. Didn't you?

Tony: Yes, I did. But it was good entertainment.

Jack: It didn't give a true picture of American life, did it?

Mary: No, it didn't. Your movies seem to exaggerate everything.

Sue: Why don't they show ordinary people in ordinary situations?

Tony: Because most of us go to the movies for something different.

Jack: Yes. We all like to get away from the daily grind.

Mary: I used to think all life in America was like your movies.

Sue: With cowboys and gangsters, millionaires and blondes?

Mary: Yes, more or less. Many people at home still believe this, but I don't believe it anymore. I know better now.

Sue: Well, I'm not like the girl in our movie. I work hard.

Mary: That reminds me, Jack. I still have to study for a test.

Jack: That's right. I'll pay the bill, and we'll go right away.

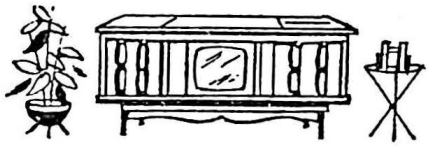
Mary: You'll excuse us, won't you?

Sue: Sure. See you on Monday, then. 'Bye, Mary. 'Bye, Jack.

Tony: Good night, Mary. Good luck on your test.

Mary and Jack both said "Good night" and left their friends at the drugstore. Then Jack took Mary home.

THE MAGIC OF TELEVISION



Hollywood used to be a magic word in the early days of motion pictures. It is still the movie capital of the United States, but the motion picture industry is international now. Americans in large cities often have the opportunity to see films from England, France, Italy, Sweden, Mexico, or Japan. Each one is interesting in a different way; each one shows something of the life in that country.

Today the magic word seems to be television. People used to say, "I heard that on the radio," but now they often say, "I saw that on TV." News, information, and entertainment — national and world events — all come into the living room today. A person simply has to turn on his TV or turn it off whenever he wishes.

American families often gather around their television sets in the evening. Some of the best programs are then, such as plays, concerts, movies, and special reports. Many TV stations begin to broadcast at six in the morning and continue until midnight, or later. Of course, there are programs of all kinds for people of all ages.

What about educational television? It is growing fast in the United States. Some colleges and city schools have their own educational TV systems. Classes in different rooms can hear and see the same teacher at the same time. The best teachers often give these TV classes, and this means that there is better instruction for more students.

International television is equally exciting. Distance seems to disappear when voices and pictures can travel around the world in a few seconds. Some day, with more satellites like Telstar and Early Bird, people will be able to send and receive many live programs from one continent to another. Isn't that magic?

NOTA

Telstar (I) (1962) fué el primer satétile para telecomunicaciones que transmitió mensajes telefónicos, noticias, fotos y programas de televisión de América a Europa y de Europa a América.

CONVERSATION

Give one or more answers to each question, using complete sentences.

1. When did the Westons' doorbell ring?
2. Why did Jane answer the door?
3. What did Jack say to Mr. and Mrs. Weston?
4. What did Mr. Weston show Jack?
5. What did he give to Jack?
6. Why did Jack and Mary need to hurry?
7. Where did they sit in the theater?
8. What did they see besides the main feature?
9. Where did they go with Sue and Tony? Why?
10. What did they talk about?
11. Do you go to the movies very often?
12. What kind of movies do you like?
13. Do you ever see any foreign films?
14. Do you have much television in your country?
15. Are there any foreign TV programs?

PRONUNCIATION

A. WORD DRILL (Sound and Stress)

A *consonant cluster* is two or more consonant sounds together, such as /st/ or /str/. Each word below begins with a *consonant cluster.*

Pronounce these words clearly, and watch the stressed syllables.

/tr/ try tree true train truck trúly trável tráffic
/dr/ draw drug dress drink drive drawer drúgstore
/fr/ free from front fresh friend frózen Fríday fríendly
/sp/ speak spell space sport spécial Spánish specífically
/st/ stay stop still stamp státion stádium státionery
/str/ street strange straight stránger stréetcar

B. SENTENCE DRILL (Sound, Stress, and Intonation)

Each sentence has several words with the same *consonant cluster.* The *stress* on certain syllables is important for the rhythm. At least two stresses are higher in tone than the others.

The *intonation* pattern for a choice: 2 3 or 3 1

Repeat each sentence three times.

/tr/ 1. Will he try to travel by train or by truck?
/dr/ 2. Did he drive to the drugstore for drugs or ice cream?
/fr/ 3. Does your friend like fresh fish or frozen fish?
/sp/ 4. Is it easier to speak Spanish or to spell Spanish?
/st/ 5. Did he want to stop for some stamps or some stationery?
/str/ 6. Will a stranger find a bus or a streetcar on that street?

STRUCTURE

Repeat the sentences in I *and* II *after your teacher. (left to right)*

THE EXPRESSION HAVE TO

I. AFFIRMATIVE STATEMENTS

We're learning English now.	We have to speak it in class.
Mary has a test tomorrow.	She has to study tonight.
Jack didn't know her number.	He had to look it up.
The line was busy at first.	He had to dial again.
The movie begins at seven.	They'll have to leave soon.
The balcony is already full.	They'll have to sit downstairs.

- A form of **have to** (present, past, or future) indicates necessity.
- Always use the simple form of the verb after the expression **have to.**
- Pronounce **have to** and **has to** as one word: /hǽftə/ and /hǽstə/.

II. NEGATIVE STATEMENTS

I know her phone number.	I don't have to look it up.
Mary has lots of time.	She doesn't have to hurry.
She's coming in the door now.	Jack won't have to call her back.
We're almost ready to go.	You won't have to wait for us.
Mary understood the movie.	Jack didn't have to explain it.
They sat in the balcony.	They didn't have to sit downstairs.

- In negative sentences, use an auxiliary such as **don't, doesn't, didn't,** or **won't** before the expression **have to.**

▶ 1. *Complete these sentences, using the affirmative form of* **have to** *in the appropriate tense. Follow the examples.*

Examples: Mary — continue her English lessons.
Mary **has to** continue her English lessons.
She — go home early last night.
She **had to** go home early last night.
She'll — be on time for the test tomorrow.
She'll **have to** be on time for the test tomorrow.

1. Mrs. Weston — go shopping every week.
2. She — buy some food at the supermarket yesterday.
3. She'll — stop at the bank later this afternoon.
4. Tony — pay his bills every month.
5. He — cash a check yesterday.
6. He'll have save his money next month.
7. Jane had take a history test last week.
8. She has study history every year.
9. She'll have read more history books next year.
10. Dr. Gray has work many hours every day.
11. He had stop at the hospital last night.
12. He'll have go there again tonight.
13. Paul had sell his old bicyle last week.
14. He had wait a month to get a new bicycle.
15. He'll have walk to school next week.

▶ 2. *Read the first sentence at the left. Then complete the second one with the negative form of* **have to** *in the appropriate tense.*

Examples: Today is Saturday. We — go to school.
We **don't have to** go to school.
Yesterday was Friday. Mr. Weston — work.
Mr. Weston **didn't have to** work.
Tomorrow will be Sunday. I — get up early.
I **won't have to** get up early.

1. It will be warm tomorrow. You — wear a coat.
2. Sue lives near the campus. She — walk very far.
3. Mary will be ready soon. Jack — wait very long.
4. The balcony wasn't full. They — sit downstairs.

5. Jack drove Mary home.	They — take the bus.
6. Let's stop and rest now.	We — hurry.
7. Paul will cash a check today.	He — do it tomorrow.
8. We ate at a restaurant tonight.	Mother — get dinner.
9. The teacher uses easy words.	He — explain them.
10. I learned the new ones easily.	I — write them.
11. Dave will know the answer.	He — guess.
12. These sentences seem easy.	You — help us much.

III. QUESTIONS

A. Simple Questions

Repeat these questions and short answers after your teacher.

A + S + have to + V(sf)	SHORT ANSWERS
Do you have to study now?	Yes, I do. Yes, I have to.
Does she have to leave soon?	No, she doesn't (have to).
Did they have to walk home?	Yes, they did. Yes, they had to.
Did they have to shop first?	No, they didn't (have to).
Will we have to hurry?	Yes, we will. Yes, we'll have to.
Will he have to come early?	No, he won't (have to).

- In questions, use an auxiliary such as **do** or **don't, does** or **doesn't, did** or **didn't,** and **will** or **won't** with the expression **have to.**
- There are two types of short answers. In the affirmative, use either the auxiliary or a form of **have to.** In negative answers, always use the auxiliary, with or without the words **have to.**

▶ 1. T: Do you have to leave? CL: *(repeat)* ST: Yes, I have to.

hurry home

CL: Do you have to hurry home?
ST: Yes, I have to.

1. clean your room
2. read this book
3. go to bed early
4. write to your family
5. practice your English
6. do that exercise
7. write the sentences
8. wait for the professor
9. take your notebook to class
10. study in the library every day

▶ 2. T: Did he have to run? CL: (*repeat*) ST: No, he didn't have to.

go early

CL: Did he have to go early?
ST: No, he didn't have to.

1. attend the lecture
2. wear his new suit
3. be home on time
4. get his own dinner
5. stop at the bank
6. cash a check
7. mail some letters
8. drive his car downtown
9. pick up some shaving lotion
10. take his sister for a ride

▶ 3. T: Will she have to help? CL: (*repeat*) ST: Yes, she will.

stay long

CL: Will she have to stay long?
ST: Yes, she will.

1. shop on Monday
2. take a bus downtown
3. get off at the corner
4. go to the camera shop
5. go on to the drugstore
6. buy a box of stationery
7. stop at the supermarket
8. pick up some ice cream
9. carry all of her packages
10. call a taxi to get home

B. Questions with Interrogative Words

(1) *Repeat these questions with the short answers, and again with the full answers.* (2) *Ask the questions in the present and answer them.*

IW +	A + S + have to + V(sf)				(FULL) *or* SHORT ANSWERS	
What	did	he	have to	do?	(He had to)	go downtown.
Where	did	he	have to	go?	(He had to go)	to the dentist.
When	did	he	have to	be there?	(He had to be there)	at nine.
Why	did	he	have to	go there?	...because he had a toothache.	

- The interrogative word precedes the usual pattern for questions.
- Either full answers or short answers are possible.
- If the subject is who, use had to + the simple form of the verb. *Example:* Who had to pull Jack's tooth?

▶ *Make a question based on each statement. Then give the answer.*

Examples: *Mary* had to be ready on time. Who....?
ST A: **Who had to be ready on time?**
ST B: **Mary had to be ready on time.**

Jack had to *pick Mary up.* What....do?
ST A: **What did Jack have to do?**
ST B: **He had to pick Mary up.**

1. Jack had to be at Mary's house *before seven.* When...?
2. They had to be *at the theater* at seven. Where..?
3. Jack had to buy *the tickets* first. What...?
4. He had to pay *a dollar* for each ticket. What...?
5. They had to sit *downstairs on the main floor.* Where..?
6. They had to go *to the drugstore* for ice cream. Where..?
7. *Mary* had to leave early. Who....?
8. She had to leave *because she had to study.* Why....?
9. She had to be home *at ten o'clock.* When...?
10. *Jack* had to pay the bill. Who....?

THE EXPRESSION USED TO

Repeat the sentences in I *and* II *after your teacher.* (*left to right*)

I. AFFIRMATIVE STATEMENTS

PAST TIME	PRESENT TIME
I used to write many letters.	Now I don't have time to write.
He used to study at night.	Now he works every night.
You often used to visit here.	Now you don't travel much.
She always used to walk home.	Now she often takes a bus.
They used to live in the city.	Now they live in the suburbs.
We used to listen to the radio.	Now we usually watch TV.

- The expression **used to** + V(sf) indicates a customary action in past time. This is in contrast to **now** + the simple present tense.
- As in the present, a frequency word may come before **used to.**
- The pronunciation of **used to** sounds like one word /yústə/.

II. NEGATIVE STATEMENTS

PAST TIME	PRESENT TIME
I didn't use to like TV.	Now I like it very much.
She didn't use to speak English.	Now she speaks it very well.
He didn't use to get up early.	Now he gets up at six o'clock.
You never used to drink coffee.	Now you drink it every day.
They never used to come on time.	Now they always come early.
We seldom used to see them here.	Now we see them every day.
They seldom used to travel.	Now they travel very often.

- The negative form of **used to** is **didn't use to.**
- Always use the simple form of the verb after **didn't use to.**
- The pronunciation of **use to** /yústə/ is the same as for **used to.**
- Notice also the negative words **never** and **seldom** before **used to.**

▶ 1. T: She doesn't swim very often. CL: She used to swim a lot.

It doesn't cost very much. **It used to cost a lot.**

1. I don't sleep very much.
2. They don't walk very often.
3. He doesn't eat very much.
4. It doesn't rain very often.
5. She doesn't talk very much.
6. You don't sing very often.
7. He doesn't read very much.
8. I don't write very often.
9. We don't travel very much.
10. It doesn't snow very much.
11. He doesn't visit his office very often.
12. They don't come to see us very often.

▶ 2. T: They like TV now. CL: They didn't use to like TV.

We walk home now. **We didn't use to walk home.**

1. He's on time now.
2. I drink coffee now.
3. She seems happy now.
4. It rains every day now.
5. He works until six now.
6. She teaches English now.
7. They study hard now.
8. We ask questions now.
9. I shop every day now.
10. The clock's right now.
11. We eat at school now.
12. They know his number now.

III. QUESTIONS

A. Simple Questions

Repeat these questions and short answers after your teacher.

did + S + use to + V(sf)			SHORT ANSWERS	
Did	you	use to read a lot?	Yes, I did.	Yes, I used to.
Did	Jim	use to work here?	Yes, he did.	Yes, he used to.
Did	Sue	use to sing much?	Yes, she did.	Yes, she used to.
Did	they	use to study hard?	Yes, they did.	Yes, they used to.
Didn't	he	use to like TV?	No, he didn't (use to).	

- In questions, use **did(n't) + S + use to +** the simple form of the verb.
- Two short answers are possible. In the affirmative, use either the auxiliary **did** or the words **used to.** In negative answers, always use the auxiliary **didn't,** with or without the words **use to.**

▶ 1. T: Did he use to come late? CL: *(repeat)* ST: No, he didn't.

live here CL: Did he use to live here? ST: No, he didn't.

1. grow flowers
2. play the piano
3. drive to school
4. forget your name
5. believe in magic
6. write many letters
7. exaggerate everything
8. look up difficult words
9. agree with the teacher
10. call you up every day

▶ 2. *Repeat Exercise* 1 *in the negative, using* **she** *as the subject. Give short affirmative answers with* **used to.**

T: Didn't she use to come late? CL: *(repeat)*

ST: Yes, she used to.

B. Questions with Interrogative Words

Repeat these questions after your teacher (1) *with the short answers and* (2) *with the full answers.*

IW +	did +	S +	use to + V(sf)	(FULL) *or* SHORT ANSWERS
Where	did	Bob	use to live?	(He used to live) in Tokyo.
What	did	he	use to do there?	(He used to) teach.
What	did	he	use to teach?	(He used to teach) English.
Why	did	he	use to teach?	(....) because he liked it.

- The interrogative word precedes the usual pattern for questions.
- Both full answers and short answers are possible in conversation.
- Use the subject who with used to + V(sf): Who used to teach English?

▶ *Make a question based on each statement. Then give the answer.*

Example: Dave used to play *tennis.* What....?

ST A: What did Dave use to play?
ST B: He used to play tennis.

1. Dave used to play *on Saturday.* When....?
2. *Paul* used to play tennis with Dave. Who.....?
3. They used to play *across the street.* Where...?
4. They used to play there *because it was close.* Why ....?
5. They used to enjoy *cowboy* movies. What kind of...?
6. They used to pay *fifty cents* for tickets. How much.....?

IV. THE WORDS STILL AND ANYMORE

Repeat the sentences in A *and* B *after your teacher.*

A. The Word still

People used to say, "I heard that on the radio."
Some people still say, "I heard that on the radio."

We used to go to the movies every week.
We still see a movie on TV every week.

B. The Word anymore

Hollywood used to be a magic word everywhere.
It isn't the movie capital of the world anymore.

I used to think all of America was like your movies.
I don't believe this anymore.

- The word still expresses a continuing action in the affirmative.
- Use still after the verb be and before all other verbs.
- The opposite of still is the negative expression not . . . anymore.

▶ T: Does he still play tennis? CL: Does he still play tennis?

ST: No, he doesn't play it anymore.

ride a bicycle — CL: Does he still ride a bicycle?
ST: No, he doesn't ride one anymore.

1. like baseball
2. speak English
3. study Spanish
4. wear his old hats
5. sing those funny songs
6. have a record player

THE INDIRECT OBJECT

I. INDIRECT OBJECT + DIRECT OBJECT

Repeat these sentences in pairs after your teacher. (left to right)

S + V + DO(noun)			S + V + IO + DO(noun)			
Mary	wrote	a letter.	Mary	wrote	Tom	a letter.
She	bought	a book.	She	bought	him	a book.
She	made	some tea.	She	made	us	some tea.
We	gave	flowers.	We	gave	her	flowers.

- Some verbs may have a direct object (DO) and an indirect object (IO).
- This direct object is usually a *thing* and the indirect, a *person.*
- Both objects follow the verb in this order: IO(*person*) + DO(*thing*).
- The indirect object may be a noun or a personal object pronoun.

II. PHRASES WITH TO OR FOR

Repeat the sentences in A *and* B *after your teacher. (left to right)*

A. After the Direct Object (Noun or Pronoun)

Mary	wrote	a letter	to Tom.	She	wrote	it	to him yesterday.
She	bought	a book	for him.	She	bought	it	for him yesterday.
She	made	some tea	for us.	She	made	it	for us on Sunday.
We	gave	flowers	to her.	We	gave	them	to her yesterday.

B. After Certain Verbs

Open	that door	for them.	Please	open	it	for them.
Return	this book	to Jane.	Please	return	it	to Jane.
Describe	your room	to her.	Please	describe	it	to her.
Explain	that word	to us.	Please	explain	it	to us.
Repeat	the words	for me.	Please	repeat	them	for me.

- If the direct object is a noun, use either an indirect object or a phrase with to or for. (II.A.)
- If the direct object is a pronoun, always use a phrase. (II.A.)
- After certain verbs, use a phrase with to or for instead of an indirect object. (II.B.)

▶ 1. T: Bob sold his radio to Dave. CL: Bob sold Dave his radio.

Tony saved a seat for Sue. Tony saved Sue a seat.

1. I showed the campus to my friends.
2. Paul owed some money to his roommate.
3. Dave found a chair for the professor.
4. The professor read a story to his students.
5. Jack left a message for Mary.
6. Mr. Weston gave a picture to Jack.
7. Mary sent a package to her family.
8. Jane cooked a meal for her father.
9. She cut a piece of cheese for Mary.
10. Mary made a cake for the Westons.

▶ 2. *Repeat Exercise* 1, *changing each sentence to a question with* **what**. *Then answer the questions, using an indirect object pronoun.*

T: Bob sold his radio to Dave. CL: What did Bob sell to Dave?

ST: He sold him his radio.

▶ 3. *Answer these questions in the affirmative, using both subject and object pronouns. Follow he examples.*

T: Did Bob sell Dave his radio? CL: Yes, he sold it to him.

Did Tony give Sue the maps? Yes, he gave **them to her.**
Did he open the box for you? Yes, he opened **it for me.**

1. Did you show your friends the campus?
2. Did your teacher read you those stories?
3. Did Jack leave Mary that long message?
4. Did Mr. Weston give Jack those pictures?
5. Did you send your family that magazine?
6. Did the Westons buy Jane those records?
7. Did she repeat the names of them for you?
8. Did you return that list of books to Dave?

THE VERBS SAY AND TELL

THE DIFFERENCE BETWEEN SAY AND TELL

Repeat the pairs of sentences in A *and* B *after your teacher.*

A. **The Use of Objects:** V + IO + DO

Please	say	—	your name again.
Please	tell	me	your name again.
Please	say	—	the numbers from 10 to 20.
Please	tell	us	your telephone number.

What did he say to Jane? He said hello to her.
What did she say to him? She said, "Won't you come in"?

B. Certain Expressions with tell

Can	you	tell fortunes?	Yes, I'll tell yours tonight.
Can	he	tell time yet?	Yes, he can tell time easily.
Did	he	tell the truth?	No, he told (his mother) a lie.
Did	she	tell a story?	Yes, she told (him) a long story.
Did	she	tell about space?	Yes, she told (him) about Telstar.

- The verbs say and tell have the same general meaning. However, you say something to a person, or you tell a person something.
- Say has only one object (DO). This direct object may be a noun, or it may be a speaker's exact words in quotation marks: ". . ."
- Tell usually has two objects (IO + DO). However, certain fixed expressions do not require an indirect object.

▶ *Complete each question and its answer with* say (said) *or* tell (told).

Examples: What did he —? He —, "I'm ready now."
What did he say? He said, "I'm ready now."
What did he — you? He — me about his plans.
What did he tell you? He told me about his plans.

1. What did Paul tell Mary? He — her about the movie.
2. What did he say about Jack? He —, "Jack has a toothache."
3. Did the child say hello? Yes, he — hello to everyone.
4. Did he tell you his name? No, he didn't — us that.
5. Did he tell you the time? No, he can't — time yet.
6. Who said *no* to the children? The teacher — *no* to them.
7. What do you say for *gracias?* We — *thank you* in English.
8. What do you say then? We —, "You're welcome."

II. DIRECT AND INDIRECT DISCOURSE

Repeat each pair of sentences in A *and* B *after your teacher.*

A. Direct Discourse with say

Mary says, / Mary said, "I'm not ready." Jane says, / Jane said, "Mary isn't ready."

Mr. Weston says to Jack, / Mr. Weston said to Jack, "I want to show you something."

B. Indirect Discourse with say or tell

Mary says / Mary said	(that)	she isn't ready. / she wasn't ready.
Mr. Weston says / Mr. Weston said	(that)	he wants to show Jack something. / he wanted to show Jack something.
Jane tells Jack / Jane told Jack	(that)	Mary isn't ready. / Mary wasn't ready.
Mr. Weston tells Jack / Mr. Weston told Jack	(that)	he wants to show him something. / he wanted to show him something.

- In direct discourse, use **say** and the exact words of the speaker.
- In indirect discourse, use the verb **say** or **tell**. You may omit the connecting word **that** in conversation and informal writing.
- In indirect discourse, notice the subjects and the verbs after **that**. Notice especially the past tense after **said** and **told**.
- The verb **think** is often used in the same way **say** is used in indirect discourse. *Example:* **I think (that) you have the wrong number.**

▶ *Change each sentence below from direct discourse to indirect discourse. Make two statements, one with* **said that** *and one with* **told . . . that.**

Examples: Jack said (to Mary), "I'm fine."
ST A: Jack **said that** he was fine.
ST B: Jack **told** Mary **that** he was fine.

Mr. Weston said (to them), "You have to hurry."
ST A: Mr. Weston said that they had to hurry.
ST B: Mr. Weston told them that they had to hurry.

1. Jack said (to Mr. Weston), "I like that picture of Mary."
2. Mr. Weston said (to Jack), "I like it, too."
3. Jack said (to Mary), "The movie begins at seven o'clock."
4. Mary said (to Jack), "I want to sit in the balcony."
5. A man said (to them), "The balcony is already full."
6. Then he said (to them), "You have to sit downstairs."
7. Mary said (to Tony), "The movie was a little silly."
8. Tony said (to Mary), "People go to a movie for entertainment."
9. Sue said (to them), "I'm not like the girl in the movie."
10. Mary said (to Jack), "I still have to study for a test."

COMPOSITION

Choose one of these topics and write about an event in past time. Use the simple past tense as much as possible. Try also to use have to, used to, say *and* tell, a two-word verb, *and* an indirect object.

1. Jack's Telephone Call
2. An Important Phone Call
3. The Story of the Telephone
4. An Evening at the Movies
5. Television in My Country
6. An Interesting Radio Program

VOCABULARIO *¿Conoce Ud. estas palabras y expresiones?*

age edad /eʤ/

anymore ya no, no ... más /ènɪmɔ́r/

***believe** creer /bəlív/

blonde rubia /blond/

***broadcast** transmitar, televisar /brɔ́dkæst/

cartoon cartón /kɑrtún/

***continue** continuar, seguir /kəntínyu/

cowboy vaquero /káubɔ̀ɪ/

daily diariamente /déli/

***disappear** desaparecer /dìsəpír/

doorbell timbre (*de la puerta*) /dɔ́rbèl/

educational educativo /èʤukéʃən|/

entertainment entretenimiento /èntəténmənt/

equally igualmente /íkwəli/

event acontecimiento, suceso /ivént/

***exaggerate** exagerar /igzæʤərèt/

feature película o pieza principal /fíʧə/

film película /fɪlm/

gangster pistolero, pandillero /gæŋstə/

***gather** reunir(se) /gæðə/

***get away (from)** huir de, salirse de /gèt əwé/

glasses lentes, gafas /glæsɪz/

grind rutina, matraca diaria /grɑɪnd/

***have to** tener que, deber /hæftu, hæftə/

Hollywood *capital del cinema (E.U.A.)* /háliwʊd/

industry industria /índəstri/

information información /ìnfəméʃən/

instruction instrucción, enseñanza /ɪnstrákʃən/

live vivo, viviente /lɑɪv/ (*programa de TV*)

magic mágico /mæʤɪk/

midnight medianoche /mídnàɪt/

millionaire millonario /mìlyənér/

motion picture película cinematográfica /mòʃən pìkʧə/

newsreel noticario, niticiero /núzrìl/

ordinary ordinario, común /ɔ́rdənèri/

preview avances /prívyù/

***remind** (*of*) recordarse uno de ... /rɪmɑ́ɪnd/

report reportaje /rɪpɔ́rt/

***ring** sonar, tocar (*un timbre*) /rɪŋ/

satellite satélite /sǽtəlàɪt/

second segundo, instante /sékənd/

silly tonto, bobo /síli/

situation situación /sìʧuéʃən/

station estación /stéʃən/

still todavía, aún /stɪl/

Telstar *Véase nota, Pag. 187* /télstàr/

***turn off** apagar, desconectar /tə̀rn ɔ́f/

***turn on** encender, prender /tə̀rn án/

used to solía (*auxiliar*) /yústu, yústə/

whenever siempre que, en cualquier momento que /hwɛnévə-/

***wish** desear, querer /wɪʃ/

Nota: Los verbos se señalan con un asterisco (*) en el vocabulario.

Expresiones útiles

answer the door ir a ver quién llama a la puerta

Won't you come in? ¿Desea Ud. pasar?

at the movies en el cine

Here she is, in person. Hela aquí, en persona.

Have a good time. Que se divierta. Que lo pase bien.

in time for (*something*) a tiempo (para algo)

on the main floor en el piso (la planta) principal

the main feature la película principal

go to the movies ir al cine

the daily grind la rutina diaria

I know better now. Ya sé que no es así.; Ahora ya sé.

right away en seguida

take a person home acompañar a una persona a casa

in the early days en los primeros días

13 LESSON THIRTEEN

AT THE DOCTORS OFFICE

Paul has not felt very well this week. Yesterday he called Dr Gray's office and made an appointment for noon today. Paul was there on time. He sat down in the waiting room and looked at a magazine. After a while the nurse said to him, "The doctor's just come in. He'll see you now."

Dr. G. Good afternoon, young man.

Paul: Good afternoon, Dr. Gray.

Dr. G. What seems to be your trouble, Paul?

Paul: I have a bad cold, and I ache all over.

Dr. G. How long have you had this cold?

Paul: For several days now.

Dr. G. Have you done anything for it yet?

Paul: Yes, I've already taken aspirin and drunk a lot of water.

Dr. G. Good! Have you had a headache or a sore throat?

Paul: Yes, I've had both. My head still aches a little.

Dr. G. You probably have a fever.

Paul: Maybe I have. I've often felt chilly, too.

Dr. G. That's possible. And you're coughing a lot, aren't you?

Paul: Yes, I've coughed and coughed, since last Monday.

Dr. G. How's your appetite?

Paul: Not very good. Nothing has any flavor.

Dr. G. Well, let's check a few things now.

First, Dr. Gray took Paul's temperature and felt his pulse. Next, he looked at Paul's eyes, ears, nose, and throat. "Now open your mouth, please, and say 'ah'." Then he listened to Paul's chest. "Now take a deep breath . . . . again . . . . once more, please." Then the doctor checked Paul's blood pressure.

Paul: Is it just an ordinary cold?

Dr. G. No, you have an infection. You seem to have the flu.

Paul: I've heard there's a lot of it here this winter.

Dr. G. Yes, there is. Now I'm going to give you two prescriptions.

Paul: What are they for?

Dr. G. The pills are for the infection, and the other is something for your cough. You also need to spend a day or two in bed.

Paul: But I don't want to miss any classes.

Dr. G. I'm sorry. You do want to get over this, don't you?

Paul: Yes, of course. Thank you, Dr. Gray.

Dr. G. Goodbye, Paul. You'll be all right in a few days.

Paul: I think I feel better already. Goodbye, doctor.

Paul left the doctor's office and stopped at a drugstore. The druggist filled his prescriptions, and then Paul went back to his room — to bed. He said to himself, "Well, if I have to stay in bed, at least I can do some of my homework."

GOOD HEALTH

Have you always been in good health? Then you are very lucky. No one likes to be ill, not even for a day. Perhaps you have had a cold or a headache now and then; but you have never had a serious illness, and you have seldom needed to see a doctor.

However, doctors always seem to be busy. The fact is that there are very few doctors in the world for all the people who need them. Some are "family doctors" who practice medicine in general, but the majority of them are specialists today. They see many of their patients during office hours, but they have to call on some at home or at the hospital. Besides, a doctor always has to be ready for an emergency. The life of a doctor or a nurse is truly one of service.

When we think of doctors, we also think of all the new medicines. In large, modern hospitals, there has been constant research in medi-

cine and surgery. This has given us new cures for old diseases. It has raised the standards of health in general because we all benefit, in one way or another, from the discoveries of medical science.

In the world today, two organizations of the United Nations are especially active in the field of health. Perhaps you know something about WHO, the World Health Organization. It has done a great deal to improve health conditions, to stop epidemics, and to bring some of the world's serious diseases under control. Perhaps you have also heard about UNICEF. It has given food and medicine to millions of children and mothers in more than a hundred countries. These two U.N. organizations have often worked together in order to improve the health of today's children, who will be the citizens of tomorrow.

NOTAS

1. El médico de la familia (*family doctor*) es un médico general que sabe de toda clase de enfermedades, y que suele atender a todos los de la casa, desde los niños hasta los abuelos. Si quiere, siempre puede enviar al paciente a consultarse con un especialista.
2. *U.N.* (*U*nited *N*ations), siglas de las Naciones Unidas.
3. *WHO* (*W*orld *H*ealth *O*rganization) siglas de la Organización Mundial de la Salud.
4. *UNICEF* (*U.N.* *I*nternational *C*hildren's *E*mergency *F*und) siglas del Fondo de las Naciones Unidas para la Infancia.

CONVERSATION

Give one or more answers to each question, using complete sentences.

1. Why did Paul want to see Dr. Gray?
2. When was his appointment with the doctor?
3. Did Paul have a sore throat? . . . a headache? . . . a cough?
4. How was his appetite?
5. What did Paul do for his cold?
6. What things did Dr. Gray check? What did he say afterwards?
7. What did the doctor give Paul? What were they for?
8. Where did Paul go after his appointment?
9. Have you always been in good health?
10. Do you have a family doctor?
11. What has medical research done for all of us?
12. What do you know about UNICEF or the World Health Organization?

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Paul: But I don't want to miss any classes.

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PRONUNCIATION

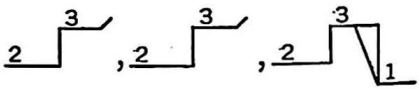
A. WORD DRILL (Sound and Stress)

Each group of words illustrates a certain *consonant cluster.*
Pronounce these words clearly, and watch the stressed syllables.

/pr/ price prívate próduct préview práctice profésSor
/pl/ play plan plane place please plástic pléasure
/br/ brown bring breath branch bróther bréakfast bróadcast
/bl/ blue black block blood blonde
/kr/ cream cross crówded
/kl/ class clear clean clerk clock clóset clóudy clóthing
/gr/ grow green grind Greek gróceries grándfather
/gl/ glad glass glove gládly glásses

B. SENTENCE DRILL (Sound, Stress, and Intonation)

Several words in each sentence begin with a *consonant cluster.*
The *stress* on certain syllables is important for the rhythm.
At least three stresses are higher in tone than the others.

The *intonation* pattern for a series: 

Repeat each sentence three times.

1. The glăss brĭcks are blūe, brōwn, and blăck.
2. Plēase find a plāce that is prĕtty, prīvate, and prăctical.
3. My brŏther met a clĕrk, a profĕssor, and a pĭāno plāyer.
4. Dōn't take clŏcks, glăsses, and īce crēam on a crŏwded plāne.
5. Dr. Grāy was glăd to vĭsit Grēece, Grēenland, and Brazĭl.

STRUCTURE

THE PRESENT PERFECT TENSE

The present perfect tense is both *past* and *present.* It is *past,* or *perfect,* because it refers to a completed action in the past; it is *present* because the period of past time continues up to the present moment.

I. THE USE OF THE PRESENT PERFECT

A. Indefinite or Recent Past Time

Repeat the two examples after your teacher. Then repeat each one several times, adding the different time expressions at the right.

I have worked hard. { today, this week, this month, this year / all day, all week, all year, all my life }

It has rained here. { today, all day, this morning, this afternoon / recently, this week, all week, this summer / a lot this summer, every day this week }

B. The Present Perfect and the Simple Past

Repeat each pair of sentences after your teacher. (left to right)

PRESENT PERFECT		SIMPLE PAST
We have worked hard.	(When?)	We worked hard yesterday.
I have finished my work.	(When?)	I finished it this morning.
She has invited them.	(When?)	She invited them last week.
They have arrived.	(When?)	They arrived an hour ago.

- The present perfect refers to an indefinite period of past time.
- The action may be momentary, continuous, or repeated during that time.
- If a definite past time is mentioned, like **yesterday**, use the simple past tense and not the present perfect.

II. THE PRESENT PERFECT OF REGULAR VERBS

A. In Statements

Repeat these affirmative and negative examples after your teacher.

1. Affirmative: I have worked all day. He has disappeared.

I've / You've / We've / They've } worked all day.

He's / She's / It's } disappeared.

2. Negative: I have not finished this. He has not arrived.

I, You, We, They	haven't finished this.	He, She, It	hasn't arrived.

- The present perfect is the auxiliary **have** + the past participle.
- The past participle of a regular verb ends in **-ED**. It is like the simple past tense, both in spelling and pronunciation.
- Notice the contractions: **I've** and **I haven't**, **he's** and **he hasn't**. Compare: **He's** (he has) **arrived** and **He's** (he is) **arriving.**

▶ 1. *Read each sentence, using the present perfect tense (full form). Then repeat the sentence, using the contraction of* **have** *or* **has.**

Example: I (hurry) home today. I **have hurried** home today.
I've **hurried** home today.

1. I (start) my homework.
2. We (study) hard this week.
3. We (start) a new lesson.
4. We (listen) to our teacher.
5. He (talk) about the rules.
6. We (repeat) many examples.
7. We (practice) them a lot.
8. He (listen) very carefully.
9. It (help) us a great deal.
10. I (learn) a lot this week.

▶ 2. *Read each sentence and then add a statement in the past tense, using the words on the right. Use subject and object pronouns.*

Examples: Mr. Weston's worked in the yard. (yesterday)
He worked in it yesterday.
He's parked his car on the street. (last night)
He parked it there last night.

1. Mrs. Weston's cleaned the house. (this morning)
2. Jane's practiced her piano lesson. (this afternoon)
3. Mary's finished her assignments. (last night)
4. Jack's called Mary up. (last week)
5. Dave's waited for the bus here. (yesterday)
6. Tony's visited his aunt and uncle. (a week ago)
7. Dr. Gray's looked at his mail. (this noon)
8. He's called on his hospital patients. (this morning)
9. He's ordered that medicine for Paul. (yesterday)
10. The nurse's reminded me of my appointment. (an hour ago)

B. In Questions

Repeat these questions and answers after your teacher.

1. Simple Questions

		SHORT ANSWERS	
Have	you studied this?	Yes, I have.	No, I haven't.
Haven't	you finished it?	Yes, we have.	No, we haven't.
Has	she shopped today?	Yes, she has.	No, she hasn't.
Hasn't	it rained here?	Yes, it has.	No, it hasn't.

2. Questions with Interrogative Words

Who	has turned off the TV?	**Mrs. Weston has.**
Why	has she turned it off?	(. . . . . .) **because it's late.**
What	have you decided to do?	(I've decided to) **buy a house.**
Where	have you lived recently?	(I've lived) **in an apartment.**

- In questions, use a form of the auxiliary **have** before the subject.
- An interrogative word precedes the usual pattern for questions.
  BUT: Questions with **who** as subject require the statement pattern.

▶ 1. *Complete each question with the appropriate interrogative word. Then read the short answer, as indicated. Follow the examples.*

Examples: — has Paul seemed recently? (tired)
How has Paul seemed recently? **Tired.**

— has he called the doctor? (because he was ill)
Why has he called the doctor? **Because he was ill.**

1. — has missed a test recently? (Paul)
2. — has ached the most? (his head)
3. — has he coughed? (a lot)
4. — has checked his blood pressure? (the doctor)
5. — has the druggist filled for him? (two prescriptions)
6. — has Paul stayed this week? (in bed)
7. — has visited Paul at home? (his friends)
8. — have they talked to him? (in his bedroom)
9. — has his doctor called him up? (recently)
10. — has Paul's health improved today? (a little)

▶ 2. T: I've sent my letters. CL: Has he sent his letters?

ST: No, he hasn't sent them.

1. I've watched my TV.
2. I've washed my hands.
3. I've improved my work.
4. I've missed my family.
5. I've changed my address.
6. I've invited my mother.

III. THE PRESENT PERFECT OF IRRELEVANT VERBS

The present perfect is always the auxiliary *have* + the past participle, but an irregular verb has an irregular past participle. It is necessary to learn these participles that do not end in -ED.

A. The Principal Parts: Group A

Repeat these verb forms and sentences after your teacher.

bring	brought	**brought**	/brɔt/	read	read	**read**	/rɛd/
buy	bought	**bought**	/bɔt/	say	said	**said**	/sɛd/
feel	felt	**felt**	/fɛlt/	sell	sold	**sold**	/sold/
find	found	**found**	/faʊnd/	send	sent	**sent**	/sɛnt/
have	had	**had**	/hæd/	sit	sat	**sat**	/sæt/
hear	heard	**heard**	/hɚd/	sleep	slept	**slept**	/slɛpt/
leave	left	**left**	/lɛft/	spend	spent	**spent**	/spɛnt/
lose	lost	**lost**	/lɔst/	teach	taught	**taught**	/tɔt/
make	made	**made**	/med/	tell	told	**told**	/told/
mean	meant	**meant**	/mɛnt/	think	thought	**thought**	/θɔt/
meet	met	**met**	/mɛt/	understand	understood		
pay	paid	**paid**	/ped/		**understood**		/ənd*stʊ́d/

Has Paul had a cold this week?
Yes, he has. He hasn't felt very well.
Has he bought some medicine?
Yes, he has. He's spent all his money.

- Each verb has three basic forms, or principal parts: the simple form, the simple past tense, and the past participle.
- In Group A, the past participle and the simple past are the same.
- The verb **read** has one spelling, but two different pronunciations.

▶ 1. T: Hasn't she met Jack? CL: *(repeat)* ST: No, she hasn't.

feel well CL: Hasn't she felt well? ST: No, she hasn't.

1. sleep well
2. leave school
3. pay her bill
4. teach English
5. hear the news
6. think about it

▶ 2. T: Haven't they said *yes*? CL: *(repeat)* ST: Yes, they have.

have tea CL: Haven't they had tea? ST: Yes, they have.

1. sell their car
2. tell the truth
3. bring their lunch
4. make sandwiches
5. feel chilly outside
6. have time to study

B. The Principal Parts: Group B

Repeat these verb forms and sentences after your teacher.

be	was, were	been	/bɪn/	go	went	gone	/gɔn/
begin	began	begun	/bɪgə́n/	grow	grew	grown	/gron/
choose	chose	chosen	/ʧóznˌ/	know	knew	known	/non/
do	did	done	/dən/	ring	rang	rung	/rəŋ/
drink	drank	drunk	/drəŋk/	see	saw	seen	/sin/
drive	drove	driven	/drívən/	sing	sang	sung	/səŋ/
eat	ate	eaten	/ítnˌ/	speak	spoke	spoken	/spókən/
forget	forgot	forgotten	/fəgátnˌ/	swim	swam	swum	/swəm/
get	got	got, gotten	/gátnˌ/	take	took	taken	/tékən/
give	gave	given	/gívən/	write	wrote	written	/rítnˌ/

Have you seen a doctor recently?
No, I haven't. I haven't been ill.
Have you done your lesson for today?
Yes, I have. I've written the exercises.

- In Group B, the past participle is different from the other forms.
- Get has two past participles, got and gotten. I've got = I have; I've gotten = I've obtained, implying the action of getting.

C. The Principal Parts: Group C

Repeat these verb forms and sentences after your teacher.

become	became	become	That man has become famous this year.
come	came	come	Paul hasn't come to class this week.
run	ran	run	The boys have run all the way home.

- In Group C, the past participle is exactly like the simple form.

D. The Principal Parts: Group D

Repeat these verb forms and questions after your teacher.

cut	cut	cut	Has he cut the grass this evening?
cost	cost	cost	Has it cost more to travel recently?
hurt	hurt	hurt	Has the dentist ever hurt you?
let	let	let	Haven't you let the dog in?
put	put	put	Have you put a stamp on the letter?

- In Group D, all three principal parts are the same.

▶ *Read each sentence, using the present perfect tense of the verb.*

Example: My uncle (become) a famous doctor.
My uncle has become a famous doctor.

1. I (speak) to you about him many times.
2. He (do) some work for the World Health Organization.
3. His work (grow) very important recently.
4. It (cost) a great deal of money, too.
5. My uncle (go) to several countries around the world.
6. He (give) help to doctors in many different places.
7. He (come) back to the United States recently.
8. He (write) to me almost every month.
9. I (get) some interesting pictures from him, too.
10. My uncle (begin) some new cures for certain diseases.
11. People (not know) much about these diseases until now.
12. I'm sorry, but I (forget) the names of them.

NOTE: You will find a list of common irregular verbs in the Appendix.

IV. THE PRESENT PERFECT WITH FOR AND SINCE

Repeat these questions and answers after your teacher.

PAST ——— minutes, hours, days / weeks, months, years ———→ PRESENT.....FUTURE

How long has he studied English?
He's studied it for two years.
He's studied it since 19--.
(He began two years ago, in 19--. He's still studying it now.)

How long have you waited here?
I've waited here for an hour.
I've waited here since noon.
(I was here at noon. It's one o'clock now. I'm still waiting.)

- Use the present perfect for an action that began in the past and continues up to the present. It may also continue into the future.
- Use **how long** in questions to ask about the time.
- Use **for** + a period of time. However, for is sometimes omitted.
- Use **since** + a specific time, the time that the action began.

▶ 1. *Read each question and give an answer in the present perfect tense. Use contractions and a time expression with* **for**.

Example: How long have you known Mary? (a year)
I've known Mary for a year.

1. How long has Jack's tooth hurt him? (three days)
2. How long has Jane had flowers in her yard? (many years)
3. How long have your uncles made furniture? (twenty years)
4. How long have you helped them? (three years)
5. How long have the children gone to school? (six months)
6. How long have they spoken English? (four months)

▶ 2. *Read each question and give an answer in the present perfect tense. Use contractions and a time expression with* **since**.

Example: How long has Sue been ill? (last week)
She's been ill since last week.

1. How long has she had a cough? (Tuesday)
2. How long has she taken this medicine? (yesterday)
3. How long has it cost two dollars? (last month)

4. How long has she sat in Dr. Gray's office? (ten o'clock)
5. How long has he lived in that house? (1960)
6. How long has he worked in this city? (1958)

ATTACHED QUESTIONS

I. AFFIRMATIVE STATEMENTS + NEGATIVE QUESTIONS

Repeat these sentences after your teacher. Use rising *intonation* (2 – 3) *on the attached questions.*

STATEMENT + QUESTION	SHORT ANSWER
Paul's had a cold this week, hasn't he?	Yes, he has.
He's gone to see a doctor, hasn't he?	Yes, he has.
He's come to class every day, hasn't he?	No, he hasn't.
Mary had a bad cold last week, didn't she?	Yes, she did.
She went to see a doctor, didn't she?	Yes, she did.
She came to class yesterday, didn't she?	No, she didn't.

II. NEGATIVE STATEMENTS + AFFIRMATIVE QUESTIONS

Repeat these questions after your teacher. Use falling *intonation* (3 – 1) *on the attached questions.*

STATEMENT + QUESTION	SHORT ANSWER
Paul hasn't felt very well, has he?	No, he hasn't.
He hasn't been in class this week, has he?	No, he hasn't.
You haven't gone to see him, have you?	No, I haven't.
You didn't come to class yesterday, did you?	No, I didn't.
You didn't take the test with us, did you?	No, I didn't.
We didn't know all of the answers, did we?	No, we didn't.

- In conversation, we often add a short question to a statement. The question is negative after an affirmative statement. The question is affirmative after a negative statement.
- If the main verb is in the present perfect tense, use the same form of the auxiliary **have** in the question and the short answer.
- If the main verb is in the simple past tense, use the auxiliary **did** in the question and the short answer.

▶ *Add an attached question to each sentence below. Then give a short* yes *or* no *answer, as indicated. Follow the examples.*

Examples: Paul had a headache. (yes)
Paul had a headache, **didn't he?** **Yes, he did.**
He hasn't felt very well. (no)
He hasn't felt very well, **has he?** **No, he hasn't.**

1. He's felt chilly today. (yes)
2. He had a fever yesterday. (yes)
3. He hasn't missed any classes. (yes)
4. He didn't go to the hospital. (no)
5. The doctor checked his chest yesterday. (yes)
6. The doctor's given him some medicine. (yes)
7. This new medicine's helped him. (yes)
8. His health improved a little today. (yes)
9. You didn't take his homework to him. (no)
10. You've planned to see him later. (yes)

ENGLISH ADVERBS

I. FREQUENCY WORDS

Repeat the questions and answers in A *and* B *after your teacher.*

A. With the Present Perfect

Have you **ever** seen Dave? Yes, I've **often** seen him.
Has he **ever** worked hard? Yes, he's **always** worked hard.
Have you **ever** helped him? Yes, I've **usually** helped him.
Has he **ever** called you up? No, he's **never** called me up.

B. With the Simple Past Tense

Did you **ever** see Dave last year? Yes, we **often** saw him then.
Did he **ever** work hard last year? Yes, he **always** worked hard.
Did you **ever** help him last year? Yes, we **usually** helped him.
Did he **ever** call you up then? No, he **never** called us up.

- Many repeated actions continue from the past to the present. Therefore, a frequency word often occurs with the present perfect.
- The simple past tense with a frequency word has the meaning of **used to.** *Example:* **We often saw him. = We (often) used to see him.**

▶ *Read each question and give a* yes *or* no *answer, as indicated. Use the adverb on the right, also subject and object pronouns.*

Examples: Did Mary ever write to Tom? (yes....often)
Yes, she often wrote to him.

Has Tom ever answered her letters? (yes....always)
Yes, he's always answered them.

1. Did Jack ever work for the Westons? (yes.....sometimes)
2. Has he ever cut the Westons' grass? (yes.....usually)
3. Did Jane ever drive her father's car? (yes.....frequently)
4. Has she usually taken it downtown? (no.....rarely)
5. Did Dave ever have a cold last year? (yes.....sometimes)
6. Has he ever been in the hospital? (no.....never)
7. Did the Westons often come here? (no.....seldom)
8. Have they ever come here on Sunday? (no.....never)
9. Did Mary ever need help in English? (yes.....often)
10. Has Jane ever helped Mary? (yes.....generally)

II. SOME NEW ADVERBS OF TIME

A. The Words yet and just

Repeat these questions and answers after your teacher.

Is / Isn't she here yet?	No, she isn't here yet.
Has / Hasn't she arrived yet?	Yes, she's just arrived. No, she hasn't arrived yet.
Have / Haven't you seen her yet?	Yes, we've just seen her. No, we haven't seen her yet.

- **Yet** indicates a time that is later or longer than expected. It often occurs with the present tense or the present perfect, but only at the end of questions and negative statements.
- **Just** indicates very recent time, even a minute ago. It often occurs with the present perfect, in questions or statements. It may also be used with the simple past tense: **He just went.**

B. The Word already

Repeat these questions and answers after your teacher.

Is she	here already?	Yes, she's here already.
	already here?	Yes, she's already here.
Has she	arrived already?	Yes, she's arrived already.
	already arrived?	Yes, she's already arrived.
Have they	been here already?	Yes, they've been here already.
	already been here?	Yes, they've already been here.

- **Already** indicates a time that is sooner or earlier than expected. It is often used with the present tense or the present perfect.
- **Already** occurs in questions and affirmative statements. Notice its position in a sentence; if it is last, it shows surprise.

▶ (1) *Change each statement to a question, using the present perfect tense and the word* yet. (2) *Give a* yes *answer, using the adverb on the right. Use subject and object pronouns in the answers.*

Examples: The doctor came to see Paul. (already)
ST A: **Has the doctor come to see Paul yet?**
ST B: **Yes, he's already come to see him.**

The doctor left Paul's house. (just)
ST A: **Has the doctor left Paul's house yet?**
ST B: **Yes, he's just left there.**

1. The doctor gave Paul some medicine. (already)
2. Paul took the medicine. (just)
3. Paul ate some food. (already)
4. Paul's health improved. (already)
5. Paul missed some classes. (already)
6. His friends called on him. (just)
7. They brought Paul his school books. (already)
8. Paul did his homework. (just)
9. You went to see Paul. (just)
10. You had the flu. (already)

DICTATION *(Books Closed)*

Your teacher will read the following passage three times:
(1) *the whole passage, at normal speed—for you to* **hear** *it:*
(2) *each sentence or unit, with punctuation—for you to* **write** *it;*
(3) *the whole passage again—for you to* **check** *your spelling.*

1. Have you heard about Paul? 2. He hasn't felt very well for a week. 3. First he had a sore throat and a headache. 4. Then he began to ache all over. 5. He's also had a bad cough since Monday. 6. He's taken some aspirin and drunk a lot of water, but he hasn't eaten much. 7. Paul says he's been chilly; he's probably had a fever, too. 8. Yesterday he called and made an appointment with the doctor for today.

9. Dr. Gray asked him a lot of questions first. 10. Then he took Paul's temperature and felt his pulse. 11. He looked at his eyes, ears, nose, and throat. 12. He also listened to his chest and checked his blood pressure. 13. Paul thought it was just a cold, but the doctor said that he had an infection. 14. In fact, Dr. Gray thought it was the flu. 15. He gave Paul two prescriptions for some medicine and sent him home to bed. 16. Paul didn't want to miss any classes, but he certainly wanted to feel better.

Note: The teacher may prefer to choose several lines of the dialogue on page 204, or one of the paragraphs on page 206.

VOCABULARIO *¿Conoce Ud. estas palabras y expresiones?*

***ache** doler, estar adolorido /ek/
appetite apetito /ǽpətàıt/
aspirin aspirina /ǽspərın/
***benefit** beneficiarse /bénəfıt/
blood pressure presión arterial /blʌ́d prɛ̀ʃɚ/
breath aliento /brɛθ/
***call on** visitar /kɔ́l ɑ̀n/
***check** examinar /ʧɛk/
chest pecho /ʧɛst/
chilly calofriado, escalofriado /ʧíli/
cold resfriado, catarro /kold/
condition estado, condición /kəndíʃən/
constant constante, continuo /kɑ́nstənt/
***control** dominar /kəntról/ controlar
cough tos /kɔf/
***cough** toser /kɔf/
cure cura, remedio /kyʊr/
deep profundo /dip/
discovery descubrimiento /dıskʌ́vərı/
disease dolencia /dızíz/
druggist boticario, farmacéutico /drʌ́gıst/

ear oído; oreja /ɪr/

emergency emergencia, /ɪmə́ˑdʒənsi/ urgencia

epidemic epidemia /èpədémɪk/

eye ojo /ɑɪ/

fever fiebre, tempera- /fívəˑ/ tura

field campo, ramo /fild/

*fill despachar, pre- /fɪl/ parar una receta

*get over ponerse bien, /gèt óvəˑ/ curarse(de)

flu (influenza) influenza, /flu (ìnfluɛ́nzə/ gripe

headache dolor de /hɛ́dèk/ cabeza

health salud /hɛlθ/

ill enfermo /ɪl/

illness enfermedad, /flnɪs/ padecimiento

*improve mejorar /ɪmprúv/

infection infección /ɪnfɛ́kʃən/

medical médico /mɛ́dɪk]/ (*adjetivo*)

mouth boca /maʊθ/

nation nación, país /néʃən/

no one nadie /nó wèn/

nose nariz /noz/

organization organiz- /ɔrgənɪzéʃən/ ación

patient paciente, /péʃənt/ enfermo

pill píldora /pɪl/

prescription receta /prɪskrípʃən/

pulse pulso, pulsación /pəls/

*raise elevar, levantar /rez/

research investigación /risə́ˑʧ/

science ciencia /sáɪəns/

sore (*throat*) irritación /sɔr/ (*de garganta*)

specialist especialista /spɛ́ʃəlɪst/

standard norma /stǽndəˑd/

surgery cirugía /sə́ˑdʒəri/

throat garganta /θrot/

trouble mal, enfer- /trə́b]/ medad

waiting room sala de /wétɪŋ rùm/ espera

yet ya, todavía /yɛt/

Nota: Los verbos se señalan con un asterisco (*) en el vocabulario.

Expresiones útiles

ache all over (estar) todo adolorido

take aspirin or medicine tomar aspirina o medicina

How's your appetite? ¿Tiene Ud. apetito?

take one's temperature tomarle a uno la temperatura

feel one's pulse tomarle a uno el pulso

I've heard (that) He oído (que)

fill a prescription preparar una receta

in one way or another de un modo u otro

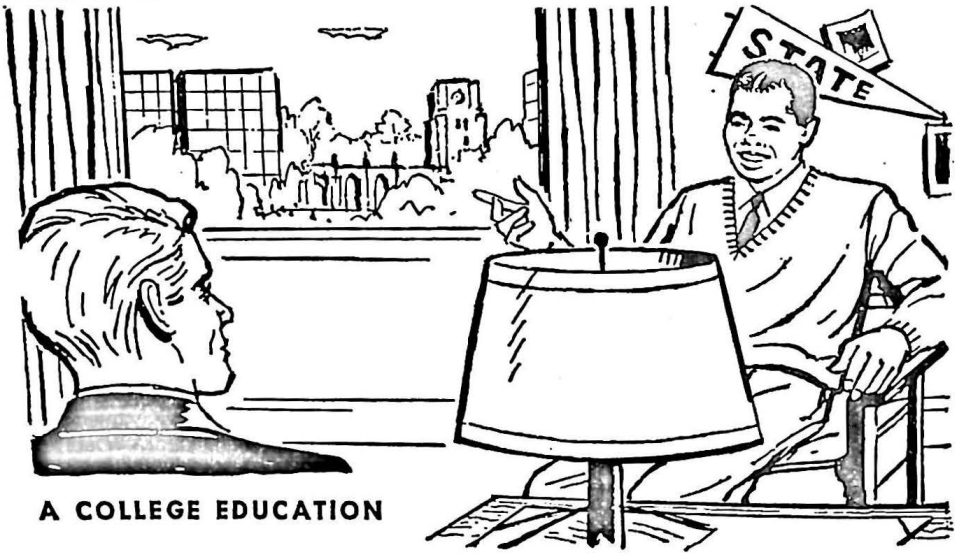
hear of, hear about tener noticia, enterarse de

What are they for? ¿Para qué son?

miss a class perder una clase

at least por lo menos, al menos

14 LESSON FOURTEEN



A COLLEGE EDUCATION

A new foreign student (*F*) is talking with his American roommate (*A*).

F: I've been thinking about the word *college*; you use it a lot.

A: Yes, it's a general term for all education after high school. We say *go to college*, and we talk about a *college education.*

F: But how is a *college* different from a *university?*

A: Well, there are at least two kinds of colleges here — the small, private ones and those that are part of a university.

F: Are there many small colleges?

A: Hundreds of them, all over the country. They offer the same basic courses that we have here at the university.

F: And the same degrees, Bachelor of Arts and Bachelor of Science?

A: Exactly. Some students get a degree at a small college first, and then they attend a large university for graduate work.

F: Why do so many go to a state university like this?

A: Because it's a good school, and because more students can afford to go here than to a private college or university.

F: It still costs a lot of money, doesn't it?

A: Yes, but many students put themselves through college. They work all summer and get part-time jobs during the school year.

F: Well, I'm certainly lucky to have a scholarship myself.

A: Me, too. It's good to have a college education these days.

NOTAS

1. Las universidades americanas otorgan tres títulos el de bachiller, el de *"master"* (licenciado o maestro) y el de doctor. Por ejemplo: "B.A.", bachiller en letras; "M.A.", licenciado o maestro en letras, y "Ph. D.", doctor en filosofía. La licenciatura y el doctorado representan estudios superiores en campos de especialización específicos.
2. Las universidades estatales (*state universities*) reciben parte de sus fondos de las contribuciones que los ciudadanos pagan al gobierno estatal o departamental. Por eso, las universidades estatales estan dedicadas especialmente a los estudiantes de los respectivos estados. Resultan menos costosas para ellos que un colegio o universidad particular del mismo estado.

STUDENT IMPRESSIONS

Two foreign students, *A* and *B*, arrived early for class one day. While they were waiting for their professor, they began to talk.

A: Have you studied for the quiz today?

B: Yes, I studied for two hours last night.

A: Me, too. We have a lot of tests in this course, don't we?

B: It seems that way. And attendance is almost compulsory.

A: True. If you're absent, you always miss an important point.

B: But I like this system. These short tests aren't bad at all.

A: No, not really. I usually learn something from them.

B: That's the idea. Then the final exam will be easier, too.

A: I hope so. But our final grade doesn't depend on just one exam.

B: No. They say our class work and quizzes are also important.

A: And I think the professors are very friendly. Don't you?

B: Uh-huh. Sometimes the classes are quite informal.

A: Yes, but we have to pay attention just the same.

B: Shhh . . . here comes the professor now.

EDUCATION FOR ALL

Perhaps you have realized that the American system of education is different in some ways from yours. Briefly, it is a system of public education for all American children, the rich and poor alike. In a country as large and varied as the United States, it is a huge task to give all the children a good education.

The national government takes a general interest in the nation's schools, but it does not control the academic program, the training of teachers, or the operation of the schools. This work is the responsibility of each state and its school districts. As a result, the public schools in some states are better than in others, but the general plan of education is the same in all fifty states.

Americans show a great deal of interest in their children's education. The parents often visit the schools and meet the teachers, and every American supports the schools when he pays his state taxes. He also pays taxes to the school district if he owns property there. This tax money helps to build schools, buy equipment, and pay the teachers. These schools are free to all the children in the school district.

Aren't there any private schools? Yes, there are some, especially those of large religious groups. However, the majority of American schools are public; they are free and coeducational from kindergarten through the twelfth grade, and attendance is compulsory until a certain age, usually sixteen. When an American finishes high school at the age of seventeen or eighteen, he receives a high school diploma. About half of the graduates go to work, and the other half go on to college.

Most American high schools offer their students at least two different programs. One is a practical program to teach useful skills for business and industry. The other is an academic program to prepare students for college. In addition to their academic work, most students enjoy sports, band, clubs, and other activities after school.

Recently, there have been many changes in the schools. Experiments with new devices, like educational TV and language laboratories, have provided better instruction for more students. Such experiments will continue as long as people believe in a good education for all.

CONVERSATION

Give one or more answers to each question, using complete sentences.

1. What do American students do after high school?
2. Where can they continue their education?
3. Can they go to a university and say they're "going to college"?
4. Briefly, what is a college? What is a university?
5. How is a small college like a university? How is it different?
6. What is the first academic degree, in colleges or universities?
7. Where do students usually go for graduate work?
8. Why do many students go to a state university?
9. What do they need if they cannot afford to go to college?
10. How do many of them put themselves through school?
11. Why do so many young people want to go to college?
12. Is your educational system different from the American system?
13. Do many students go on to college? Where do they go?

PRONUNCIATION

A. WORD DRILL (Sound and Stress)

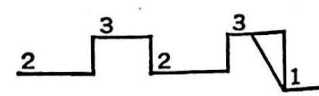
Each group of words illustrates a certain *consonant cluster.*

Pronounce these words clearly, and watch the stressed syllables.

/kw/ quart quite quíet quárter quíckly quéstion quántity
/fl/ flu fly floor flówer flávor Flórida
/sw/ swim sweet Swede Swéden Swédish swéater
/sk/ skill score school schólarship
/sm/ small smell Smith
/θr/ throw threw three through

B. SENTENCE DRILL (Sound, Stress, and Intonation)

Several words in each sentence begin with a *consonant cluster.* The *stress* on certain syllables is important for the rhythm. Two stresses are often higher in tone than the others.

The *intonation* pattern for exclamations: 

Repeat each sentence three times.

1. How quĭet a smăll schōol is!
2. How swēet those flŏwers from Flŏrida smĕll!
3. How quĭckly they drănk the thrēe quărts of mĭlk!
4. What skĭll Dave Smĭth has in spōrts!
5. Whăt a nice flāvor this Swēdish cŏffee has!
6. Whăt a big schōlarship you nēed to gō through cŏllege!

STRUCTURE

REFLEXIVE AND EMPHATIC PRONOUNS

I. THE PRONOUNS WITH -SELF OR -SELVES

Repeat these examples after your teacher.

Did you hurt the boy? or Did you hurt yourself?
Did the boy hurt you? or Did the boy hurt himself?

I	hurt	myself yesterday.	We	hurt	ourselves yesterday
You		yourself yesterday.	You		yourselves yesterday.
He		himself yesterday.	They		themselves yesterday.
She		herself yesterday.			
It		itself yesterday.			

- These pronouns refer to a noun or a pronoun in the same sentence.
- Add the singular form -SELF to the words **my, your, him, her,** and **it.** Add the plural form -SELVES to the words **our, your,** and **them.**

II. THE USE OF REFLEXIVE PRONOUNS

Repeat the sentences in A *and* B *after your teacher.*

A. After a Verb

1. Verb + Direct Object

May I introduce myself?
Dave introduced himself to Mary.
Why don't you introduce yourself to her?
We often introduce ourselves to others.
The boys introduced themselves to us.

2. Verb + Indirect Object + Direct Object

I bought **myself** a new hat.
Dave found **himself** a good job.
That girl taught **herself** some English.
We told **ourselves** that we had to study.
They made **themselves** some sandwiches and coffee.

B. After a Preposition

Do you ever talk to **yourself**?
Jane said something to **herself**.
I earned a vacation for **myself**.
That man lives by **himself**.
Does **he** cook for **himself**?
Look at **yourself** in the window.

- A reflexive pronoun always refers to the subject of the sentence.
- A reflexive pronoun may be the direct object, the indirect object, or the object of a preposition.
- **By** + a reflexive pronoun means *alone* or *without help:* **by himself.**

▶ *Complete these sentences with the necessary reflexive pronoun.*

Examples: I excused —— early. I excused **myself** early.
Sue made —— a dress. Sue made **herself** a dress.
Bob got a pen for ——. Bob got a pen for **himself**.

1. Many students put —— through college.
2. Tony has supported —— for three years.
3. Jane has written a story about ——.
4. We don't usually invite —— to a party.
5. Help ——; there's more in the kitchen.
6. They'll enjoy —— at the concert tomorrow.

III. THE USE OF EMPHATIC PRONOUNS

Repeat the sentences in A *and* B *after your teacher.*

A. With the Subject

I **myself** mailed the letters.
You **yourself** went with me.
Mary **herself** wrote one letter.
Tony **himself** planned the trip.
We **ourselves** earned the money.
I mailed the letters **myself**.
You went with me **yourself**.
Mary wrote one letter **herself**.
Tony planned the trip **himself**.
We earned the money **ourselves**.

B. With Other Nouns

Jack talked with Mary herself on the telephone.
She met the actors themselves after the program.
They enjoyed the trip itself, but not the weather.

- The pronouns with -SELF or -SELVES may also be emphatic.
- These pronouns follow a noun or a personal pronoun. If they refer to the subject, they are often at the end.

▶ 1. T: I talked to Mary. Cl: I talked to Mary myself.

She saved that money. She saved that money herself.
He finished the work. He finished the work himself.

1. Mary made the cake.
2. Dave bought the lamp.
3. You told the story.
4. Jane cooked the meal.
5. I invited the teacher.
6. Mr. Weston washed the car.
7. We found the way home.
8. I made the introduction.
9. Tony checked the answers.
10. The boys made the furniture.

▶ 2. *Repeat Exercise* 1, *using the emphatic pronoun after the subject.*

T: I talked to Mary. Cl: I myself talked to Mary.

She saved that money. She herself saved that money.
He finished the work. He himself finished the work.

▶ 3. *Complete these sentences with the necessary emphatic pronoun.*

Example: Dave saw the nurse, but not the doctor —.
Dave saw the nurse, but not the doctor himself.

1. Paul had a prescription, but not the medicine —.
2. Jack talked to Mr. Weston, but not to Mary —.
3. She watched the advertising, but not the TV programs —.
4. We liked the preview, but not the motion picture —.
5. They missed the newsreel, but not the main feature —.
6. I've seen the stadium, but not the campus —.
7. Jane met the secretary, but not the president —.
8. They asked the teachers, but not the students —.
9. I spoke to the lawyer, but not to the judge —.
10. We cleaned the seats, but we didn't wash the car —.

PROGRESSIVE OR CONTINUOUS VERB FORMS

The progressive or continuous forms are verb phrases with the auxiliary *be* + the present participle of the main verb. They emphasize the continuation of an action that is in progress at a certain time.

I. THE PRESENT CONTINUOUS (Review)

Repeat each pair of sentences after your teacher. (left to right)

We're studying English now.	We're learning a lot, aren't we?
Tony's playing tennis now.	He isn't working today, is he?
The girls are reading now.	They aren't talking now, are they?

- For the present continuous, use the present tense of be + V (ing).
- The action is in progress right now, today, this morning, this week.
- Some verbs are usually in the simple present, and seldom in this form. *Examples:* know, like, believe, hear, own, want, understand

II. THE FUTURE CONTINUOUS

Repeat each pair of sentences after your teacher. (left to right)

You'll be going out today.	You won't be eating here.
We'll be working late tonight.	We won't be coming home early.
I'll be seeing Mary tomorrow.	She won't be leaving until Friday.

- For the future continuous, use the auxiliary will + be + V(ing).
- This form indicates true future time with no idea of willingness, promise, or determination in the word will.
- Some verbs seldom occur in this continuous form. (See I above.)

▶ (1) *Use each expression in the present continuous.* (2) *Then use it in the future continuous, changing the complement or some part of it.*

T: playing soccer
ST A: We're playing soccer this week.
ST B: We'll be playing *tennis* next week.

looking at birds
ST A: We're looking at birds this week.
ST B: We'll be looking at *fish* next week.

1. studying Lesson 14
2. working on verbs
3. buying some paper
4. cleaning our desks
5. making a bookshelf
6. reading about Italy
7. learning to swim
8. calling on friends
9. attending a lecture
10. meeting some lawyers
11. talking about education
12. practicing vowel sounds

III. THE PAST CONTINUOUS

Repeat the pairs of sentences in A, B, *and* C *after your teacher.*

A. One Continuous Action in the Past

AT SIX O'CLOCK THIS MORNING

.... It was raining at six o'clock this morning.
At six o'clock this morning, it was raining.

.... The sun was shining at seven o'clock.
At seven o'clock, the sun was shining.

- For the past continuous, use the past tense of be + V(ing).
- Use this -ING form of the past for an action that started before a certain moment in the past and continued after that moment.

B. A Continuous Action + A Short Action

THIS MORNING — YESTERDAY — YESTERDAY MORNING

The sun was shining.
• ..... • I got up.
The sun was shining when I got up.
When I got up, the sun was shining.

We were eating.
• ..... • The phone rang.
We were eating when the phone rang.
When the phone rang, we were eating.
The phone rang while we were eating.
While we were eating, the phone rang.

- A short action often occurs during a long, continuous action.
- The word when or while connects the two parts of the sentence.
- Use when + the simple past tense for the short action, or use while + the past continuous form for the long action.

C. Two Continuous Actions in the Past

YESTERDAY — ALL DAY YESTERDAY — ALL YESTERDAY AFTERNOON

I was reading.
He was working.
→ I was reading while he was working.
→ While he was working, I was reading.

We were studying.
You were shopping.
→ We were studying while you were shopping.
→ While you were shopping, we were studying.

- We often use the past continuous form for two actions that were happening during the same period of time in the past.
- The word **while** connects the two actions or parts of the sentence.
- We can also use the simple past tense in one clause or in both clauses if we think only of the completed action.
  Example: **I read while he worked** (while he was working).

▶ *Complete these sentences with* **when** *or* **while**. *Follow the examples.*

Examples: She was reading a book — Jane came in.
She was reading a book **when** Jane **came** in.

She said, "I wrote to Tom — you were shopping."
She said, "I wrote to Tom **while** you **were shopping**."

1. Mary talked to the Westons — they all were having dinner.
2. My brother studied here — he was getting his degree.
3. He had to have a scholarship — he was studying here.
4. I was still attending high school — Tom gave me an idea.
5. I was thinking of college — he wrote about his courses.
6. My parents were eating — I told them about my idea.
7. My father didn't look very happy — I was talking.
8. He was serious — he said, "I can't afford to send you."
9. I asked about a scholarship — I wrote to the university.
10. I found myself a job — I was waiting for an answer.

IV. THE PRESENT PERFECT CONTINUOUS

Repeat the questions and answers in A *and* B *after your teacher.*

A. With Expressions of Recent Past Time

LATELY, RECENTLY — TODAY, ALL DAY — THIS WEEK, ALL WEEK

Have you been working today?
Yes, I've been working hard all day.

Have the boys been playing tennis recently?
Yes, they've been playing a lot this week.

What has Jane been doing lately?
She's been learning to drive this summer.

B. With for, since, and how long

How long have you been living here?	For a long time.
How long has Mary been studying English?	For six years.
	Since 19—.
	Ever since 19—.

- For the present perfect continuous, use a form of **have + been +** V(ing). This is the present perfect tense of **be +** V(ing).
- The **-ING** form emphasizes the continuation of an action during a general period of past time and until the present moment.
- With this form, use expressions of time like **lately, recently, today, all day, this week, all week,** and phrases with **for** or **since.**

▶ *Read each statement and change it to a question. Use subject pronouns, the present perfect continuous form, and* this *instead of* last.

Examples: Paul coughed a lot last week.
Has he been coughing a lot this week?
Paul took a lot of pills last week.
Has he been taking a lot of pills this week?

1. Paul's health improved a lot last week.
2. The doctor saw a lot of patients last week.
3. The school district spent a lot of money last year.
4. The citizens paid a lot of taxes last year.
5. Jane attended a lot of school programs last fall.
6. The girls listened to a lot of music last month.
7. Mr. Weston watched a lot of TV last winter.

8. Mrs. Weston did a lot of shopping last month.
9. Jack called Mary up a lot last month.
10. Mary had a lot of tests last week.

VARIOUS USES OF THE INTERROGATIVE WORDS

I. THE WORDS WHO, WHOM, AND WHOSE

Repeat these questions and answers after your teacher.

A. who

	Who's happy today?	I am.
(*subject*)	Who's going downtown now?	We are.
	Who likes to tell stories?	Tony does.
(*complement of* be)	Who's that pretty girl?	It's Betty Allen.
	Who are those tall boys?	They're her brothers.

B. who(m)

(*direct object*)	Who / Whom	did you see yesterday?	I saw Mr. Weston.
(*object of a preposition*)	Who / Whom	are you waiting for?	....(for) my sister.
	For whom	are you waiting?	....(for) my sister.

C. whose

1. Modifier	Whose book is this?	It's Mary's.
	Whose books are these?	They're Jane's.
2. Pronoun	Whose is that?	It's Jack's.
	Whose are those?	They're Tony's.

- The subject who requires a singular verb in questions, but the answer may be singular or plural.
- In spoken English, the direct object may be who or whom; whom is more formal than who. In written English, the usual form is whom.
- The object of a preposition is also who or whom if the preposition is last. A complete phrase at the beginning, for whom, is very formal.
- Whose, the possessive form of who, may be a modifier or a pronoun.

▶(1) *Complete these questions with* who, whom, *or* whose. *Some may begin with either* who *or* whom. (2) *Give an original short answer.*

Examples: — is studying English now?
Who is studying English now? **We are.**
— are you looking for?
Who(m) are you looking for? **Jane and Mary.**
— cigarettes are these?
Whose cigarettes are these? **The lawyer's.**

1. ___ did he ask?
2. ___ are those people?
3. ___ is on the phone?
4. ___ notebooks are these?
5. ___ needs this soap?
6. ___ hat is this?
7. ___ did they help?
8. ___ red shoes are those?
9. ___ did she meet there?
10. ___ does he want to see?
11. ___ are those girls with Mary?
12. ___ has been using my radio?
13. ___ did you go shopping with?
14. ___ did you visit yesterday?
15. ___ is that tall stranger?
16. ___ has he been listening to?
17. ___ wants to play tennis later?
18. ___ bicycle is that over there?
19. ___ can I give this receipt to?
20. ___ knows a good doctor here?

II. THE QUESTION WORD WHICH

Repeat these questions and answers after your teacher.

A. Modifier

Which boy is taller, Jack or Tony? **Jack is.**
Which pens are better, these or those? **Those are.**

B. Pronoun

Which of these two boys is older? **Paul is.**
Which one is more active? **Dave is.**
Which is more practical? **Paul is.**

Which of all those books are new? **These are.**
Which ones are old? **Those are.**
Which are the most interesting? **The new ones are.**

- The word which implies a choice between two or more things already mentioned.
- The modifier which precedes a singular noun or a plural noun.
- The pronoun which is often followed by one(s) or a phrase with of.

III. THE QUESTION WORD WHAT

Repeat these questions and answers after your teacher.

A. Modifier	What time is it?	It's **ten o'clock.**
	What book is that?	It's **a medical book.**
	What books are those?	They're **library books.**
B. Pronoun (*subject*)	What's in our mailbox?	There are **two letters.**
	What's good, but cheap?	**A bargain** is.
	What refers to a noun?	**A pronoun** does.
(*complement of* be)	What's the date today?	It's **the first of June.**
	What are *quizzes*?	They're **short tests.**
	What's the boy's father?	He's **a mailman.**
(*direct object*)	What are we studying now?	..... **question words.**
	What did we do yesterday?	We **learned some verbs.**
	What does *go on* mean?	It means **continue.**
(*object of a preposition*)	What are those pills for?	They're **for my cold.**
	What are you waiting for?	.....**a bus.**
	What are you looking at?	.....**a map.**

- The modifier what precedes a singular noun or a plural noun.
- As subject, the pronoun what requires a singular verb in questions, but the answer may be singular or plural.
- As object of a preposition, what is usually separated from the preposition. It is very formal to say **For what are you waiting?**

▶ 1. *Make questions with* what *and then give short answers.*

Example: That store on the corner is *a drugstore*
What is that store on the corner? **A drugstore.**

1. I'm looking for *my notebook.*
2. Mary's father is *an engineer.*
3. It's *ten minutes after six* now.
4. Jack wants to buy *a new bicycle.*
5. Jane's trying on *some new shoes.*

6. Those are *Mexican airmail stamps.*
7. This medicine is for *Paul's cough.*
8. Jane showed Mary *her high school diploma.*
9. *Alaska* is the largest state in the United States.
10. Dave's favorite dessert is *chocolate ice cream.*

▶ (2a) *Complete each pair of questions below with* what *or* which.
(2b) *Give three original short answers for each question with* what.
(2c) *Give only one short answer for each question with* which.

— drinks do you like?	— one do you like most?
What drinks do you like?	Which one do you like most?
Coffee, tea, and milk.	Tea.

1. — sports do you like to watch?
   — one do you like to watch most?
2. — kinds of fruit do you like?
   — kind do you like most?
3. — kinds of dessert do you like?
   — kind do you like most?
4. — school activities do you like?
   — one do you like most?
5. — kinds of radio programs do you like?
   — kind do you like most?

IV. THE QUESTION WORD WHEN

Repeat these questions and answers after your teacher.

When was our last test?	It was a month ago.
When will our next test be?	It'll be on Monday.
When are you going to study?	I'll study this weekend.
When did you see Tony?	I saw him at noon today.
When is he going to Alaska?	He's leaving here tomorrow.
When shall I give him this book?	You can give it to him tonight.

- When asks for the time. The answer may be general or specific.
- A short answer includes only the necessary information, the time.

V. THE QUESTION WORD WHERE

Repeat the questions and answers in A *and* B *after your teacher.*

A. Where + Verb

Where did you find your key? — I found it { at home. / upstairs. / in my room. / on the floor. / under my bed.

Where did Jack take Mary? — He took her to a movie.
Where did they go later? — They went to a drugstore.

B. Where and the Preposition from

Where's that girl from? — She's from South America.
Where are those students from? — They're from the Near East.
Where does Jack come from? — He comes from New York.
Where have you come from now? — I've just come from home.

- Where asks for a place. The answer may be a single adverb or a phrase that begins with a word like in, on, at, under, to, or from.
- In spoken English, where seldom follows the preposition from. It is very formal to say From where are those students?

VI. THE QUESTION WORD WHY

Repeat these questions and answers after your teacher.

Why did Paul go to the bank? { He went there for some money. / He went there to cash a check. / He went in order to cash a check.

Why didn't you eat yesterday? { ....because I had a toothache. / ....because of a toothache.

- Why asks for a reason, either the purpose or the cause of an action.
- Use for + noun or (in order) to + verb to introduce the purpose.
- Use because + S + V or because of + noun to introduce the cause.
- Why don't we + verb is usually an invitation like let's + verb.
  Example: Why don't we listen to some music now? All right.

▶ *Make a question based on each statement, using* **where, when,** *or* **why.** *Then give a short answer to each question. Follow the examples.*

Examples: Mary went *downtown* yesterday. Where....?
Where did Mary go yesterday? **Downtown.**

She went downtown *to buy a hat.* Why.....?
Why did she go downtown? **To buy a hat.**

1. Mary started college *in the United States* Where....?
2. She arrived at the university *in September.* When.....?
3. She went there *to continue her education.* Why.....?
4. She walks *to the campus* every day. Where....?
5. She walks *because she sees more that way.* Why.....?
6. She often goes to the library *for books.* Why.....?
7. There was a party at the Center *last month.* When.....?
8. Mary went to the party *to meet other students.* Why.....?
9. She met Jack *after the dance that evening.* When.....?
10. Jack took her *to a movie* last Friday night. Where....?

VII. THE QUESTION WORD HOW

A. How + Verb

Repeat these questions and answers after your teacher.

1. **How are you today?** I'm fine, thank you. (very well)
   How do you feel now? I feel good. (better, all right)
2. **How did you like that book?** { It was very interesting. / I liked it very much. (a lot) }
3. **How did Paul go to .....?** He went there by train. (by bus)
   How did he come back? He came back by plane. (by boat)
   How did he send his letter? He sent it by airmail.
4. **How do you write a letter?** I write a letter with a pen.
   How do you begin a letter? I always begin with my address.
5. **How does Mr. Weston drive?** He drives fast, but carefully.
   How does Mary speak English? She speaks it slowly and clearly.

- Notice the different kinds of answers to these questions with **how.**
- Short answers are possible, giving only the necessary information.

B. How + Adjective or Adverb

Repeat these questions and answers after your teacher.

1. How + Adjective

How heavy is that box?	It's (not) very heavy
How heavy are those books?	They're quite heavy.
How old is Jack Rossi?	He's twenty years old.
How old are Dave and Tony?	They're twenty-one.
How much mail is there today?	There's a lot today.
How many letters did you get?	I got three. And you?

2. How + Adverb

How well can Sue swim?	She can swim very well.
How often does she swim?	She swims about once a week.
How much do you walk?	I walk a little every day.
How far shall we walk now?	Let's walk to the post office.
How early do you get up?	I usually get up at six o'clock.

- Notice the usual question pattern after how + adjective or adverb.
- Compare: How heavy is that box? and How heavy that box is!
  (Page 146) How well can Sue swim? and How well Sue can swim!

▶ 1. *Make a question with* how *for each statement below. Then give a short answer based on the statement. Follow the examples.*

Examples: Mrs. Weston went downtown *by bus.*
How did Mrs. Weston go downtown? By bus.

I always end a letter *with my name.*
How do you always end a letter? With my name.

1. Paul went to the doctor's office *by taxi.*
2. The druggist filled the prescription *quickly.*
3. Paul's medicine tasted *very sweet.*
4. Paul is feeling *much better* today.
5. Most citizens pay their taxes *by check.*

6. A state college pays for new buildings *with tax money.*
7. College students usually have to study *seriously.*
8. Many of them earn money *with part-time jobs.*
9. The students like sports activities *very much.*
10. A lot of them get to the campus *by bicycle.*

▶ 2. *Make a question for each statement, using the words at the right. Then give a short answer based on the statement.*

Example: The university is *ninety years old.* How old....?
How old is the university? Ninety years old.

1. Mary went to America *a month ago.* How long ago....?
2. She plans to stay there *for four years.* How long.....?
3. She can afford *very little* for a room. How much.....?
4. She walks *six blocks* to the campus. How far.....?
5. Mary is taking *three* courses now. How many.....?
6. She's doing *very well* in her classes. How well.....?
7. She's *quite popular* with her teachers. How popular.....?
8. Mary writes to her family *once a week.* How often.....?
9. She has to read *two* books every week. How many.....?
10. She has *a lot* of homework every night. How much.....?
11. Mary studies in the library *every day.* How often.....?
12. She usually stays there for two hours. How long.....?

COMPOSITION

Write a friendly letter to an American of your age. Tell him or her something about your school, your university, *or* your system of education. *Choose one of these topics or use other ideas from this lesson. For the form of the letter, look at Lesson 3 and the note on page 36.*

1. A Day at School
2. Activities after School
3. Quizzes, Tests, and Exams
4. University Life in My Country
5. Changes in Our Schools and Universities
6. Our Educational System

VOCABULARIO *¿Conoce Ud. estas palabras y expresiones?*

academic académico /ækədémɪk/

***afford** tener medios o /əfɔ́rd/ recursos

attendance asistencia /əténdəns/

attention atención /ətènʧən/

basic fundamental /básɪk/

briefly brevemente, en /ˈbrífli/ dos palabras

change cambio; /ʧenʤ/ innovación

coeducational coedu- /kòedʒʊkéʃən|/ cativo

compulsory obligatorio /kəmpálsəri/

course curso /kɔrs/

degree grado o título /dɪgrí/ académico

device invención, /dɪváɪs/ aparato

diploma diploma /dɪplómə/

equipment material, /ɪkwípmənt/ equipo

exam (*forma abreviada*) /ɪgzǽm/ examen

experiment experi- /ɪkspérəmənt/ mento

grade año escolar, /grəd/ grado

group grupo /grup/

idea idea /ɑɪdíə/

in addition to además /ɪn ədíʃən tʊ/ de

interest interés /íntrɪst/

job trabajo, empleo /ʤɑb/

operation manejo, ad- /ɑ̀pəréʃən/ ministración

point cuestión, punto /pɔɪnt/

poor pobre /pʊr/

***prepare** preparar /prɪpér/

property propiedad /prɑ́pə·ti/

provide proveer, /prəvɑ́ɪd/ ofrecer

quiz prueba, examen /kwɪz/ breve

***realize** darse cuenta de /ríəlɑ̀ɪz/

responsibility responsa- /rɪspɑ̀nsəbíləti/ bilidad

result resultado, conse- /rɪzə́lt/ cuencia

rich rico /rɪʧ/

skill conocimiento vo- /skɪl/ cacional

such tal, tales /səʧ/

***support** mantener, sub- /səpɔ́rt/ vencionar

task tarea, empresa /tæsk/

term término, /tə·m/ expresión

training preparación, /trénɪŋ/ capacitación

useful útil, práctico /yúsfəl/

varied variado /vɛrɪd/

while mientras /hwɑɪl/

Nota: Los verbos se señalan con un asterisco (*) en el vocabulario.

Expresiones útiles

put oneself through college pagarse los estudios universitarios con el esfuerzo propio

Me, too. Yo también.

It seems that way así parece

not at all en nada; no del todo . . .

I hope so. Espero que así sea, ¡Ojalá!

pay attention poner atención

just the same a pesar de eso, con todo

as a result como resultado (consecuencia)

15 LESSON FIFTEEN

PRONUNCIATION

A. WORD DRILL (Sound and Stress)

Each group of verbs illustrates a pronunciation of the past tense.

Pronounce these regular verb forms clearly, especially the endings.

/-t/ looked walked parked ached helped shopped coughed missed danced cashed watched finished promised endorsed

/-d/ owed saved called learned changed carried happened enjoyed referred excused supposed received explained

/-ɪd/ waited rented rested tasted started visited deposited needed decided attended depended reminded represented

B. SENTENCE DRILL (Sound, Stress, and Intonation)

Repeat each sentence three times. Imitate your teacher. (Each group of sentences illustrates the same three intonation patterns.)

/-t/ 1. Paul walked to the bank and cashed a check, didn't he?
2. How carefully he endorsed the check!
3. Then he shopped for a coat, a sweater, and some shoes.

/-d/ 4. Jack called Mary up and explained the lesson, didn't he?
5. What a good grade Mary received on her composition!
6. She learned a lot about nouns, verbs, and adverbs, too.

/-ɪd/ 7. Tony decided to go to New York last week, didn't he?
8. What a lot of interesting places he visited!
9. He also attended a play, an opera, and a concert.

STRUCTURE

I. REVIEW OF VERBS

A. The Present Perfect Tense

Read these statements, using the present perfect tense of the verb.

Example: Mary (take) several tests this month.
Mary has taken several tests this month.

1. Most American citizens (pay) school taxes at some time.
2. This tax money (help) to build many new schools.
3. Most high school students (read) a lot of good books.
4. Some high schools (teach) the students practical skills.
5. The number of college students (grow) very large recently.
6. Most of them (spend) twelve years in school already.
7. I (hear) the word *college* many times in conversations.
8. Sometimes it (be) difficult to understand its meaning.
9. It (usually mean) *all education after high school.*
10. Jack (do) all kinds of work to earn money for college.
11. He (put) most of his money from jobs in the bank.
12. This fall he (draw) out a little every month.
13. Many students (get) scholarships in order to go to college.
14. They (have) to study hard to stay there on a scholarship.
15. Mary (make) many American friends this year.
16. She (meet) many foreign students at the University, too.
17. Many of them (come) from Europe and South America.
18. Mary (go) to most of the school concerts and plays.
19. She (see) a lot of good football games, too.
20. She (already buy) some warm clothes for next winter.

B. The Present Perfect and the Simple Past

T: Have you met Sue yet? CL: (*repeat*)

ST: Yes, I met her yesterday.

write to Tom

CL: Have you written to Tom yet?
ST: Yes, I wrote to him yesterday.

1. talk to Paul
2. see this movie
3. find your keys
4. call the doctor
5. take your pills
6. hear this story
7. think about it
8. have your party
9. eat your cake
10. read this book
11. begin the lesson
12. do your homework
13. send the package
14. buy those shoes
15. spend your money

C. The Progressive or Continuous Forms

1. Two-Word Verbs in the Present Continuous

Give yes *answers, using object pronouns in the correct position. Follow the examples.*

T: Is he looking for Mary? Cl: Yes, he's looking for her.

Is she trying on the hat? Yes, she's trying it on.

1. Are they calling on their friends?
2. Is Paul calling up the doctor?
3. Is he putting down the phone now?
4. Are the girls getting on the bus?
5. Is Jane sitting down in the bus?
6. Are they going out for the food now?
7. Are they picking out the best tomatoes?
8. Is Tony picking up the bag of groceries?
9. Are they going on to the drugstore now?
10. Is Mary looking up the new words now?

2. The Past Continuous Form

Read these sentences, using the past continuous form of the verb.

Mrs. Weston (get) dinner when the girls came in.
Mrs. Weston **was getting** dinner when the girls came in.

1. The girls watched TV while they (wait) for dinner.
2. They (watch) the news when Mr. Weston came home.
3. He read the paper while the girls (help) Mrs. Weston.
4. Jane put food on the table while Mary (fill) the glasses.
5. They (sit) down to eat when the telephone rang.
6. Mr. Weston answered it while the others (eat).
7. He (still talk) when the others finished their meal.
8. He began to laugh while he (put) the phone down.
9. Dr. Gray (think) of the wrong number when he dialed.
10. He meant to call his office while he (call) the Westons.

3. The Present Perfect Continuous with **for** and **since**

Read each question and give a **yes** *answer in the present perfect continuous form, using the words on the right. Use subject and object pronouns in your answers. Follow the examples.*

Examples: Is Mary still studying English? (since 1963)
Yes, she's been studying it since 1963.
Does she ever use her English? (for a year)
Yes, she's been using it for a year.

1. Is Paul still waiting for the bus? (for ten minutes)
2. Are the Westons eating dinner already? (since six-thirty)
3. Does Jack ever work for Mr. Weston? (since last spring)
4. Are the boys playing tennis already? (since two o'clock)
5. Is Mary still watching television? (for three hours)
6. Do the Smiths still go to that church? (for many years)
7. Is Dr. Gray visiting his patients now? (since noon)
8. Is Jane still cleaning her room? (for two hours)

II. REVIEW OF QUESTIONS

A. Negative Questions and Attached Questions

1. Negative Questions (*Present Perfect and Simple Past*)

Change each statement to a negative question and give a short answer, as indicated. Follow the examples.

Examples: Mary's been ill recently. (yes)
Hasn't Mary been ill recently? Yes, she has.
She had the flu. (no)
Didn't she have the flu? No, she didn't.

1. Mary's had a cold for a week. (yes)
2. She hasn't seen a doctor yet. (no)
3. She stayed home from school for a while. (yes)
4. She hasn't missed a lot of school work. (no)
5. Jane told Mary the school news every day. (yes)
6. Some of Mary's friends came to see her. (yes)
7. Mary hasn't seen Jack for several days. (no)
8. Jack sent Mary some candy and a nice card. (yes)

2. Attached Questions

Add an attached question to each statement in Exercise 1 and then give a short answer, as indicated. Follow the examples.

Examples: Mary's been ill recently. (yes)
Mary's been ill recently, hasn't she? **Yes, she has.**

She had the flu. (no)
She had the flu, didn't she? **No, she didn't.**

B. Questions with Interrogative Words

Read each passage carefully. Then make at least five questions based on the passage, using who(m), what, where, when, why, and how *(in any order). Give a short answer to each question.*

1. Paul went to see Dr. Gray last week because he had a fever. The doctor gave Paul some medicine and sent him home to bed. Paul went home by taxi.

Who....? **Who went to see Dr. Gray? Paul did.**
When...? **When did Paul go? Last week.**
Why....? **Why did he go? Because he had a fever.**
What...? *Continue the exercise.*
Where..?
How....?

2. Mary has met many American students at the university. Some of them worked last summer in order to earn money for school. They found different kinds of summer jobs. Mary doesn't have to work because she has a scholarship.

3. Jack called Mary up last Thursday in order to invite her to a movie. At first, she said she needed to study for a test. Jack said that it was a new movie in town and that it was a comedy. They talked for a while and then decided to go to the movie early.

4. After the movie Jack and Mary went to a drugstore with Tony and Sue. Mary told Tony that the movie was silly. It exaggerated everything, and it did not give a true picture of American life. However, Tony liked the movie because it was good entertainment.

III. REVIEW OF PRONOUNS

A. Emphatic Pronouns

Read each sentence (1) *with an emphatic pronoun after the subject, and* (2) *with an emphatic pronoun that refers to the complement.*

Example: Jack paid the bill.
Jack himself paid the bill.
Jack paid **the bill itself.**

1. The girls gave the party.
2. Tony sent the message.
3. Dave met Mrs. Miller.
4. Tom earned the diploma.
5. The boys found the money.
6. The actor liked the comedy.
7. The woman called Dr. Gray.
8. Paul wanted to see the nurse.
9. The dentist pulled the tooth.
10. Mary talked to the president.

B. Direct and Indirect Object Pronouns

Make two statements based on each sentence. (1) *In the first one, use pronouns for the subject and the indirect object.* (2) *In the second one, use pronouns for the subject and the direct object.*

Examples: Jack sent Mary a card.
He sent **her** a card.
He sent **it to Mary.**

Paul owed Dave the money.
He owed **him** the money.
He owed **it to Dave.**

1. Jack wrote his mother a long letter.
2. His mother read her friends the letter.
3. Tony found Mary and Sue the best seats.
4. Dave showed his parents his new room.
5. Jane brought her father the evening paper.
6. Mary made the Westons her favorite cake.
7. Mrs. Weston cut her husband a piece of cake.
8. Mary mailed her brother a Christmas package.
9. Dr. Gray gave Paul two prescriptions.
10. The doctor left the nurse an important message.

IV. WORD ORDER

Arrange each group of words in the correct order and read the sentence. A question mark (?) *below the words indicates a question.*

Examples:

this	seen	
seen	you	
already	it	
movie	have	
I've	?	

I've seen this movie already.
I've already seen this movie.

Have you seen it?

4

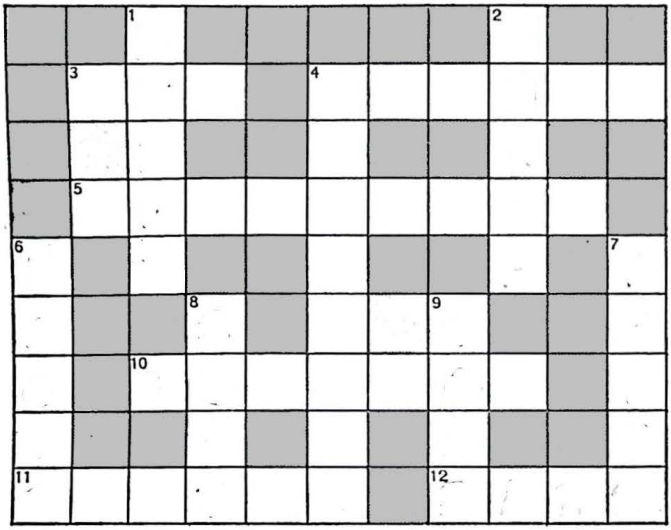
1. go	2. through	3. from	4. find
your	yes	he	use to
college	put	home	jobs
did	the	receive	he
brother	himself	didn't	part-time
to	he	money	did
?	university	?	?

5. friend's	6. told	7. has	8. local
finish	it	doing	she's
when	1960	then	high
did	me	she	been
college	in	what	school
your	she	been	in
sister	that	since	teaching
?	was	?	the

9. for	10. seen	11. me	12. have
are	old	these	eye
what	you	give	your
looking	my	new	you
you	have	a	doctor
?	glasses	glasses	called
	?	headache	?

13. his	14. for	15. Dr. Gray	16. eye
no	look	your	himself
have to	it	ever	no
up	me	checked	Dr. Gray
I	please	eyes	isn't
number	up	has	an
look		?	specialist

CROSSWORD PUZZLE
A Review of Some Words in Lessons 6-14



ACROSS →

3. "WHO" has done a lot to improve health — in the world.
5. Mary is living at the Weston — now.
10. The main feature and the — were in color.
11. Everyone at the movies likes to laugh at a good —.
12. Dr. Gray checked Paul's eyes and —.

DOWN ↓

1. A high school graduate in the United States has gone to school for a — years, in addition to a year for kindergarten.
2. Mary knows the sound of Jack's — on the telephone.
4. Some high schools teach practical skills for jobs in —.
6. Today the — word seems to be television, not Hollywood.
7. American students take many —, quizzes, and exams.
8. In 1915 the telephone — from New York to San Francisco was $20.70 for three minutes.
9. The doctor looked at Paul's — and throat, too.

VERB FORMS USED IN THIS BOOK

I. The Irregular Verb be (am, are, is, was, were, been, being)

SIMPLE PRESENT TENSE: I am, you are, he (she, it) is; we are, you are, they are

CONTRACTIONS: *I'm, you're, he's (she's, it's); we're, you're, they're*

SIMPLE PAST TENSE: I was, you were, he (she, it), was; we were, you were, they were

PRESENT PERFECT TENSE: I have been, you have been, he (she, it) has been; we have been, you have been, they have been

CONTRACTIONS: *I've been, you've been, he's (she's, it's) been; we've been, you've been, they've been*

FUTURE TIME — going to: I am going to be, you are going to be, he (she, it) is going to be; we are going to be, you are going to be, they are going to be

CONTRACTIONS: *I'm going to be, you're going to be, he's (she's, it's) going to be; we're going to be, you're going to be, they're going to be*

— will: I will be, you will be, he (she, it) will be; we will be, you will be, they will be

CONTRACTIONS: *I'll be, you'll be, he'll (she'll, it'll) be; we'll be, you'll be, they'll be*

— shall: I shall be, we shall be Shall I be . . .? Shall we be . . .?

II. The Regular Verb ask (ask, asks, asked, asking)

SIMPLE PRESENT TENSE: I ask, you ask, he (she, it) asks; we ask, you ask, they ask

PRESENT CONTINUOUS: I am asking, you are asking, he (she, it) is asking; we are asking, you are asking, they are asking.

CONTRACTIONS: *I'm asking, you're asking, he's (she's, it's) asking; we're asking, you're asking, they're asking*

SIMPLE PAST TENSE: I asked, you asked, he (she, it) asked; we asked, you asked, they asked

PAST CONTINUOUS: I was asking, you were asking, he (she, it) was asking; we were asking, you were asking, they were asking

5 PRESENT PERFECT TENSE: I have asked, you have asked, he (she, it) has asked; we have asked, you have asked, they have asked

CONTRACTIONS: *I've asked, you've asked, he's (she's, it's) asked; we've asked, you've asked, they've asked*

6 PRESENT PERFECT CONTINUOUS: I have been asking, you have been asking, he (she, it) has been asking; we have been asking, you have been asking, they have been asking

CONTRACTIONS: *I've been asking, you've been asking, he's (she's, it's) been asking; we've been asking, you've been asking, they've been asking*

7 FUTURE TIME — going to: I am going to ask, you are going to ask, he (she, it) is going to ask; we are going to ask, you are going to ask, they are going to ask

CONTRACTIONS: *I'm going to ask, you're going to ask, he's (she's, it's) going to ask; we're going to ask, you're going to ask, they're going to ask*

8 — will: I will ask, you will ask, he (she, it) will ask; we will ask, you will ask, they will ask

CONTRACTIONS: *I'll ask, you'll ask, he'll (she'll, it'll) ask; we'll ask, you'll ask, they'll ask*

9 — shall: I shall ask, we shall ask Shall I ask . . .? Shall we ask . . .?

10 FUTURE CONTINUOUS: I will be asking, you will be asking, he (she, it) will be asking; we will be asking, you will be asking, they will be asking

CONTRACTIONS: *I'll be asking, you'll be asking, he'll (she'll, it'll) be asking; we'll be asking, you'll be asking, they'll be asking*

III. The Irregular Verb eat (eat, eats, ate, eaten, eating)

SIMPLE PRESENT TENSE: I eat, you eat, he (she, it) eats; we eat, you eat, they eat

PRESENT CONTINUOUS: I am eating, you are eating, he (she, it) is eating; we are eating, you are eating, they are eating

CONTRACTIONS: *I'm eating, you're eating, he's (she's, it's) eating; we're eating, you're eating, they're eating*

SIMPLE PAST TENSE: I ate, you ate, he (she, it) ate; we ate, you ate, they ate

PAST CONTINUOUS: I was eating, you were eating, he (she, it) was eating; we were eating, you were eating, they were eating

PRESENT PERFECT TENSE: I have eaten, you have eaten, he (she, it) has eaten; we have eaten, you have eaten, they have eaten

CONTRACTIONS: *I've eaten, you've eaten, he's (she's, it's) eaten; we've eaten, you've eaten, they've eaten*

PRESENT PERFECT CONTINUOUS: I have been eating, you have been eating, he (she, it) has been eating; we have been eating, you have been eating, they have been eating

CONTRACTIONS: *I've been eating, you've been eating, he's (she's, it's) been eating; we've been eating, you've been eating, they've been eating*

FUTURE TIME — going to: I am going to eat, you are going to eat, he (she, it) is going to eat; we are going to eat, you are going to eat, they are going to eat

CONTRACTIONS: *I'm going to eat, you're going to eat, he's (she's, it's) going to eat; we're going to eat, you're going to eat; they're going to eat*

— will: I will eat, you will eat, he (she, it) will eat; we will eat, you will eat, they will eat

CONTRACTIONS: *I'll eat, you'll eat, he'll (she'll, it'll) eat; we'll eat, you'll eat, they'll eat*

— shall: I shall eat, we shall eat Shall I eat . . .? Shall we eat . . .?

FUTURE CONTINUOUS: I will be eating, you will be eating, he (she, it) will be eating; we will be eating, you will be eating, they will be eating

CONTRACTIONS: *I'll be eating, you'll be eating, he'll (she'll, it'll) be eating; we'll be eating, you'll be eating, they'll be eating*

IRREGULAR VERBS USED IN THIS BOOK

SIMPLE FORM	SIMPLE PAST TENSE	PAST PARTICIPLE	PRESENT PARTICIPLE
be	was, were	been	being
become	became	become	becoming
begin	began	begun	beginning
broadcast	broadcast	broadcast	broadcasting
bring	brought	brought	bringing
build	built	built	building
buy	bought	bought	buying
choose	chose	chosen	choosing
come	came	come	coming
cost	cost	cost	costing
cut	cut	cut	cutting
do	did	done	doing
draw	drew	drawn	drawing
drink	drank	drunk	drinking
drive	drove	driven	driving
eat	ate	eaten	eating
feel	felt	felt	feeling
find	found	found	finding
fly	flew	flown	flying
forget	forgot	forgotten	forgetting
get	got	got, gotten	getting
give	gave	given	giving
go	went	gone	going
grow	grew	grown	growing
have	had	had	having
hear	heard	heard	hearing
hurt	hurt	hurt	hurting
know	knew	known	knowing
leave	left	left	leaving
let	let	let	letting
lose	lost	lost	losing
make	made	made	making
mean	meant	meant	meaning
meet	met	met	meeting
pay	paid	paid	paying
put	put	put	putting
read /rid/	read /rɛd/	read /rɛd/	reading
ride	rode	ridden	riding
ring	rang	rung	ringing

SIMPLE FORM	SIMPLE PAST TENSE	PAST PARTICIPLE	PRESENT PARTICIPLE
run	ran	run	running
say	said	said	saying
see	saw	seen	seeing
sell	sold	sold	selling
send	sent	sent	sending
shine	shone	shone	shining
sing	sang	sung	singing
sit	sat	sat	sitting
sleep	slept	slept	sleeping
speak	spoke	spoken	speaking
spend	spent	spent	spending
swim	swam	swum	swimming
take	took	taken	taking
teach	taught	taught	teaching
tell	told	told	telling
think	thought	thought	thinking
throw	threw	thrown	throwing
understand	understood	understood	understanding
wear	wore	worn	wearing
win	won	won	winning
write	wrote	written	writing

NOTE: The verbs in boldface are new in this book. The other verbs occurred first in *Let's Learn English, Book I or II.*

REGULAR VERBS USED IN THIS BOOK

ache	**change**	**dial**	**guess**	**look**
afford	**check**	**differ**	**handle**	**mail**
agree	**clean**	**disappear**	**happen**	**mention**
answer	**close**	**dress**	**help**	**miss**
appreciate	**continue**	**earn**	**hope**	**move**
arrive	**control**	**end**	**hurry**	**need**
ask	**cook**	**endorse**	**improve**	**offer**
attend	**copy**	**enjoy**	**introduce**	**omit**
believe	**cough**	**exaggerate**	**invite**	**open**
belong	**dance**	**excuse**	**join**	**order**
benefit	**decide**	**explain**	**laugh**	**owe**
buzz	**deliver**	**fill**	**learn**	**own**
call	**depend**	**finish**	**like**	**park**
carry	**deposit**	**fix**	**listen**	**pick**
cash	**describe**	**gather**	**live**	**plan**

play	**realize**	seem	**support**	walk
practice	**receive**	shop	**suppose**	want
prefer	**refer**	show	talk	**wash**
prepare	**refuse**	**smell**	**taste**	watch
promise	**remind**	snow	**thank**	**wish**
pronounce	rent	**sound**	travel	**wonder**
provide	repeat	spell	try	work
pull	**represent**	start	**turn**	
push	rest	stay	use	
rain	**return**	**stop**	visit	
raise	**save**	study	wait	

NOTE: The verbs in boldface are new in this book. The other verbs occurred first in *Let's Learn English, Book I or II.*

ABBREVIATIONS USED IN THIS BOOK

T:	Teacher	**C**	Complement
CL:	Class	**DO**	Direct Object
ST:	Student	**IO**	Indirect Object
ST A:	Student A	**Adj**	Adjective
ST B:	Student B	**Adv**	Adverb
S	Subject	**IW**	Interrogative Word
V	Verb	**be**	**be, am, is, are** **was, were, been**
A	Auxiliary		
LV	Linking Verb	**do**	**do, does, did**
V(sf)	Simple Form of the Verb	**have**	**have, has, had**
V(ing)	The -ing Form of the Verb	**not**	**not or -n't**
		who(m)	**who or whom**

PUNCTUATION AND OTHER SYMBOLS USED IN THIS BOOK

.	period /pírɪəd/	+	plus /pləs/
,	comma /kámə/	=	equals /íkwəlz/
;	semicolon /sémәkòlən/	*	asterisk /ǽstərìsk/
:	colon /kólən/	$	dollar sign /dálə sàɪn/
-	hyphen /háɪfən/	→	arrow /ǽro/
'	apostrophe /әpástrәfi/	. . .	omission /omíʃən/
?	question mark /kwéstʃən màrk/	( )	parentheses /pərénθәsìz/
!	exclamation point /èkskləméʃən/	/ /	slant lines /slǽnt làɪnz/
" "	quotation marks /kwotéʃən màrks/	{ }	braces /brésɪz/

VOCABULARIO

Los números indican la página en la qual aparece por primera vez el término o la expresión. Los verbos se señalan con un asterisco (*). Si bien las palabras pueden tener más de un significado, se traduce solamente aquí el sentido que tienen en el texto. Se da generalmente una sola acepción. La pronunciación de las palabras que no aparecen en transcripción fonetica en esta lista se encuentran en el vocabulario de las lecciones del texto.

A

able /ébḷ/: be able to *87* saber, poder
about *2* de; cerca de
  hear about *207* tener noticia, enterarse de
  How about . . . ? *3* Qué le parece si . . . ?
above *181* encima de, arriba
academic *225* académico
according to *21* según
account *80* cuenta
  checking account *82* cuenta de cheques
  savings account *82* cuenta de ahorro
*ache *204* doler, estar adolorido
  ache all over *204* (estar) todo adolorido
across *36* al otro lado de
  across the street *36* al otro lado de la calle
adventure *137* aventura
  What an adventure! *137* ¡Qué aventura!
advertising *52* propaganda, anuncio
*afford *223* tener medios o recursos para una cosa
Africa *35* Africa
afterwards *168* después
age *187* edad
a great deal *35* mucho
*agree *136* estar o ponerse de acuerdo
ahead *118* adelante
air *105* aéreo, (*via*) aérea
air letter *100* aerograma
airmail *100* correo aéreo
aisle *117* pasillo
  in the first aisle *117* en el primer pasillo
Alaska *2* (*estado de E. U. A.*)
Alexander Graham Bell *169* (*inventor del teléfono*)
Alice /ælɪs/ *105* Alicia
Alps /ælps/ *59* los Alpes
already *36* ya
altogether *101* en conjunto, por todo
Amazon /æməzòn/ *59* el Amazonas
America /əmérɪkə/ *21* América; Los Estados Unidos
among /əmáŋ/ entre
ancestor *3* antepasado
Andes /ændiz/ *58* los Andes
another one *21* otro
Anthony /ænθəni/ *3* Antonio
anymore *186* ya no, no . . . más
anything *101* algo, cualquier cosa
anyway *80* de cualquier modo
apartment house *53* casa de apartamentos
appetite *205* apetito
  How's your appetite? *205* ¿Tiene Ud. apetito?
appointment *168* turno, cita
*appreciate /əpríʃièt/ *129* agradecer
Arabic /ærəbɪk/ *25* árabe
around *52* alrededor de
  around the corner *118* a la vuelta de la esquina

article *137* artículo
as *35* como, según
Asia /éʒə/ *57* Asia
aspirin *205* aspirina
  take aspirin *205* tomar aspirina
assistant *169* ayudante, asistente
as well as *102* así como
Atlantic /ətlǽntık/ *58* el Atlántico
***attend** *36* asistir a
attendance *224* asistencia
attention *224* atención
  pay attention *224* poner atención
attractive *36* atrayente, atractivo
Australia /ɔstrélyə/ *58* Australia
away *169* de distancia
  away from *182* lejos de
  get away from *186* huir de, apartarse
  right away *186* en seguida, ya

B

back *81* dorso, reverso
  in back of /ın bǽk əv/ *181* detrás de
background *22* fondo
bad /bæd/ *32* malo
  That's too bad *168* ¡Qué lástima!
badly /bǽdli/ *150* mal, malamente
bag *135* bolsa
bank *80* banco
bargain *117* ganga
basic *223* fundamental
Baikal /bɑıkál/ *59* Baikal
beautifully /byútəfli/ *93* bello, bellamente
***be born** *2* nacer
because of *22* a causa de, por
***become** *82* convertirse en
bed *36* cama
behind *181* detrás
***believe** *186* creer
***belong** /bìlɔ́ŋ/ *11* pertenecer, ser de
below /bıló/ *181* abajo, debajo de
benefit *114* beneficio
***benefit** *207* beneficiarse
beside *102* al lado de
besides *36, 101* además de, además
bicycle *36* bicicleta
bill *82, 101* cuenta, factura; billete
  a ten-dollar bill *101* un billete de diez dólares
Billy /bíli/ *89* Guillermito (*diminutivo de* William)
block /blɑk/ *36* manzana; cuadra
  every two or three blocks *101* cada dos o tres cuadras
blonde *186* rubia
blood pressure *205* presión o tensión arterial
Bogotá /bògətá/ *58* Bogotá
Bolivia /bəlívıə/ *59* Bolivia
bookshelf /búkʃélf/ *231* estante de libros
Boston *169* (*Cuidad principal de Massachusetts*)
both /boθ/ *25* ambos, los dos
bottle *140* botella
bowl /bol/ *141* plato sopero
branch *82* sucursal, dependencia
  branch bank *82* sucursal de banco
Brazil /brəzíl/ *7* Brasil
Brazilian *7* brasileño
breath *205* aliento, respiración
briefly *225* brevemente, en dos palabras
brick *52* ladrillo
  made of brick *52* (ser) de ladrillo
***bring** *137* traer
British Isles /brìtıʃ áılz/ *58* Islas Británicas
***broadcast** *187* transmitir, radiodifundir, televisar
budget *119* presupuesto
  stay within a budget *119* limitarse a un presupuesto
bulb *118* foco, bombilla (eléctrica)
bunch /bənʧ/ *140* manojo, mazo
button *169* botón
***buzz** /bəz/ *41* zumbar
by /bɑı/ *180* junto a, cerca de
'bye /bɑı/ *186* adiós

C

cable *169* cable

cake mix *117* harina ya preparada para bizcochos (pasteles)
California *2* (*estado de E.U.A.*)
***call back** *167* volver a llamar
***call on** *206* visitar
***call up** *166* telefonear, llamar (*por teléfono*)
campus *35* terrenos y jardines de una universidad
***can** /kæn/ *133* saber, poder
can *133* lata; bota de lata
Canada /kǽnədə/ *7* el Canadá
Canadian *5* canadiense
canal /kənǽl/ *58* canal
candy *137* dulce, bombón
card *102* tarjeta, postal
Christmas cards *102* tarjetas de Navidad
careful /kérfəl/ *92* cuidadoso
to be careful *166* tener cuidada
carefully *92* cuidadosamente
Caribbean /kærəbíən/ *59* Caribe
carrot *118* zanahoria
***carry** *82* llevar
cart *117* carrito de mano
shopping cart *117* carretilla para las compras
cartoon *185* cartón, película de dibujos animados
case /kes/ *28* caso, caja
cash *81* efectivo (dinero)
***cash** *80* cambiar, cobrar
cashier *119* cajero, cobrador
cement *52* cemento
central *21* central; centro
certain *22* determinado, cierto
certainly *35* por cierto, sin duda
change *225* cambio, innovación
***change** /ʧenʤ/ *101* cambiar
check *80* cheque
***check** *205* examinar
***check out** *119* pagar para salir
cheese *118* queso
chest *36*, *205* cómoda; pecho
chicken *119* pollo, gallina
chief /ʧif/ *28* jefe; principal
chilly *205* calofriado, escalofriado
China *21* (la) China
Chinese *25* chino
chocolate *119* chocolate
Christmas *102* Navidad
Christmas cards *102* tarjetas de Navidad
at Christmas time *97* en Navidad, durante la Navidad
cigarette *137* cigarrillo
citizen *21* ciudadano
classmate *166* condiscípulo
clear *52* claro
close *169* cerca, cercano
closet *36* armario empotrado (*en la pared*)
clothing *137* ropa
coeducational *225* coeducativo
cold *204* resfriado, catarro
Colombia /kəlámbıə/ *58* Colombia
***come back** /kəm bǽk/ *91* volver, regresar
comedy *168* comedia
***come in** *158* entrar
Won't you come in? *184* ¿Desea Ud. pasar?
comfortable *36* cómodo
commentator *52* comentarista, locutor
common *3* común, corriente
communication *169* comunicación
compulsory *224* obligatorio
condition *207* estado, condición
Congo /káŋgo/ *57* el Congo
constant *206* constante, continuo
continent *21* continente
***continue** *187* continuar, seguir
control *207* control, dominio
***control** *225* regular, dominar, prevenir
convenience *82* comodidad, conveniencia
convenient *36* conveniente, cómodo
cookbook /kúkbùk/ *23* libro de cocina
correct /kərékt/ *92* correcto
correctly /kəréktli/ *92* correctamente
cosmetics *137* cosméticos
***cost** *82* costar, valer
cough *206* tos
***cough** *205* toser

country *60* el campo, el interior
course *222* curso
cowboy *186* vaquero
cuff /kəf/ *30* puño de camisa
cultural *22* cultural
cupboard *36* alacena
cure *207* cura, remedio
customer *82* cliente (comprador)
Cyprus /sáɪprəs/ *58* Chipre

D

daily *186* diariamente
  daily grind *186* la rutina diaria
dairy *118* (*productos*) lácteos
Danube *59* el Danubio
Dave *1* Dave (*diminutivo*)
David *3* David
deep *205* profundo
deer /dɪr/ *30* venado, ciervo
degree *223* grado o título académico
*__deliver__ *102* repartir, entregar
delivery /dɪlívri/ *107* entrega, reparto
den *36* gabinete, estudio
*__deposit__ *81* depositar, ingresar
*__describe__ /dɪskráɪb/ *198* describir
destination /dèstənéʃən/ *113* destino
device *225* invención, aparato
*__dial__ *166* discar, marcar el número
*__differ__ /dífə/ *153* diferenciarse
different *22* diferente
difference /dífrəns/ *82* diferencia
difficult *22* difícil
diploma *225* diploma
direction *137* dirección, sentido
*__disappear__ *187* desaparecer
discovery *207* descubrimiento
disease *207* enfermedad, dolencia
dish /dɪʃ/ *141* plato, fuente
distance *169*, *187* distancia
  long distance *169* larga distancia
Dominican /dəmínɪkən/ *57* dominicano
doorbell *184* timbre (*de la puerta*)
dormitory *35* dormitorio (*edificio*)
double *53* doble
down *80* abajo
  walk down the street *80* andar calle abajo
dozen *118* docena
  a dozen eggs *118* una docena de huevos
drawer *36* gaveta, cajón
*__draw out__ *98* retirar efectivo, girar dinero
drink /dríŋk/ *237* bebida
drug *137* droga
druggist *206* boticario, farmacéutico
Dutch *119* holandés

E

ear *205* oído; oreja
*__earn__ *82* ganar, devengar
easily *82* fácilmente
echo /éko/ *30* eco
educational *187* educativo, instructivo
Egypt /íʤɪpt/ *65* Egipto
else *101* más
  what else *120* ¿qué más?
elsewhere *137* en otra parte
emergency *206* emergencia, urgencia
end /ɛnd/ *72* extremo, fin
*__endorse__ *81* endosar
England *7* Inglaterra
Englishman /íŋglɪʃmən/ *7* inglés
entertainment *185* entretenimiento, pasatiempo
environment *22* (medio) ambiente en que se vive
epidemic *207* epidemia
equally *187* igualmente
equipment *225* material, equipo
especially *1* especialmente
Europe *35* Europa
even *137* aun, incluso
event *187* acontecimiento, suceso
everyone *35* todos, todo el mundo
everything *36* todo
everywhere *22* en todas partes, dondequiera
exactly *53* exacta, precisamente
*__exaggerate__ *185* exagerar

exam *224* examen (*forma abreviada de* examination)
exchange /ɪkstʃéndʒ/ *114* cambio
*__excuse__ *166* dispensar, excusar
experiment *225* experimento, ensayo
eye *205* ojo

F

fact *3* hecho
Far East *35* el Lejano Oriente
farther /fárðə·/ *150* más lejos
fascinating *35* fascinador, encantador
feature *185* película o pieza principal
  the main feature *185* la película principal
*__feel__ /fil/ *121* ser; estar (al tacto)
  feel one's pulse *205* tomarle a uno el pulso
feeling *53* sensación; percepción
fever *205* fiebre, temperatura
few *136* pocos, algunos
  a few minutes ago *167* hace unos minutos
field *207* campo, ramo
*__fill__ *206* despachar
  fill a prescription *206* preparar una receta
film *187* película
*__finish__ *52* terminar, acabar
*__fix__/fɪks/ *39* arreglar, fijar
flavor *119* sabor (clase)
Florida /flɔ́rədə/ *2* (*estado de E.U.A.*)
flu *205* influenza, gripe
*__fly__ /flɑɪ/ *55* volar
foot /fʊt/ *30* pie; pata
foreign *1* extranjero
Frenchman /frénʧmən/ *6* francés
frequently /fríkwəntli/ *95* frecuentemente
fresh *118* fresco
frozen *119* congelado
furniture *137* mueble

G

Ganges /gǽnʤiz/ *59* el Ganges
gangster *186* pistolero, pandillero
garage *53* garaje, cochera
gas /gæs/ *65* gas
*__gather__ *187* reunir(se)
general *21* general
  in general *21* en general
  in a general sense *21* en (sentido) general, en términos generales
German /ʤə́·mən/ *5* alemán
Germany *7* Alemania
*__get away__ *186* huir de, salirse de
*__get back__ /gèt bǽk/ *179* volver, regresar
*__get off__ /gèt ɔ́f/ *179* bajar (de)
*__get on__ /gèt án/ *179* subir (a)
*__get over__ *206* ponerse bien, curarse (de)
gladly /glǽdli/ *92* gustosamente
glasses *185* lentes, gafas
glass jar /glæs ʤár/ *133* pomo, frasco
good-looking *52* bien parecido
*__go in__ /gò ín/ *133* entrar
*__go on__ *118* seguir, continuar
goose /gus/ *30* ganso
*__go out__ /gò áʊt/, *91* salir
grade *224*, *225* nota; grado escolar
grandfather *2* abuelo
grandparent *2* abuelo (abuela)
great /gret/ *83* grande
Greece /gris/ *7* Grecia
Greek *11* griego
Greenland /grínlənd/ *58* Groenlandia
grind *186* rutina, matraca diaria
  daily grind *186* la rutina diaria
groceries *135* víveres, abarrotes, comestibles
group /grup/ *58* grupo
*__grow__ *137* crecer, desarrollarse
*__guess__ *2* adivinar

H

Hague /heg/ *57* La Haya
Hall /hɔl/ *40* (*apellido*)
*__handle__ /hǽnd|/ *107* manipular
*__happen__ *168* ocurrir, suceder
happily /hǽpəli/ *93* alegre, felizmente

hardly *168* apenas, escasamente
hardly ever *95* casi nunca
Harry /hæri/ *139* Enriquito (*diminutivo de* Henry *o* Harold)
*have to *185* tener que, deber
Hawaii *3* (*estado de E.U.A.*)
head *57*, *118* cabeza, jefe; repollo (*de lechuga o col*)
headache *205* dolor de cabeza
health *206* salud
*hear /hɪr/ *39* oír; escuchar
hear about *180* saber, tener noticias de
heavy *102* pesado
help *169* ayuda, auxilio
hemisphere *21* hemisferio
hero /híro/ *30* héroe
hi *2* ¡hola!
Himalayas (hɪməléyəz/ *59* Himalaya
himself *20* el mismo; (a) sí mismo
holiday /hálədè/ *86* día de fiesta
Hollywood *187* (*capital del cinema americano*)
*hope *224* esperar
I hope so. *224* Espero que así sea., ¡Ojalá!
household *118* doméstico, casero
hotel /hotél/ *61* hotel
Howard *139* (*nombre proprio*)
huge /hyuʤ/ *36* enorme
*hurry *81* apresurarse
Why hurry? *81* ¿Por qué apresurarse?
*hurt *168* doler

I

idea *224* idea
ill *206* enfermo
illness *206* enfermedad, padecimiento
*improve *207* mejorar
in addition to *225* además de
incidentally *82* a propósito, por cierto que
India /índɪə/ *56* India
Indian /índɪən/ *58* Indico (oceáno)
industry *187* industria
infected *168* infectado
infection *205* infección
informal *36* familiar, de confianza
informally /ɪnfɔ́rmḷi/ *153* informalmente
information *187* información
in order to /ɪn ɔ́rdə· tu/ *238* para
inspection *53* inspección
instance /ínstəns/ *121* caso, ejemplo
for instance *121* por ejemplo
instead *119* en vez de, en lugar de
instruction *187* instrucción, enseñanza
interest *82*, *225* interés
interestingly /íntrɪstɪŋli/ *93* interesante, amenamente
international *1* internacional
into /íntu/ *182* en, dentro, adentro
introduction *3* presentación, introducción
invention *169* invención
island /áɪlənd/ *57* isla
Istanbul /ístɑnbùl/ *56* Istanbul
Italian *1* italiano
Italy *1* Italia
item *118* artículo

J

Jack /ʤæk/ *1* Juanito (*diminutivo de* John)
Jane *36* Juana
Japan *28* (el) Japón
Japanese *21* japonés
jewelry *137* joya(s)
job *223* trabajo, empleo
*join *80* incorporarse a, sumarse a
joy /ʤɔɪ/ *55* alegría, júbilo
just *21* solamente, exactamente
just a minute *119* un momento, un minuto
just the same *224* a pesar de eso, con todo

K

kind *3* clase
kindly /káɪndli/ *93* amablemente
knife /nɑɪf/ *30* cuchillo
Korean /kɔríən/ *60* coreano

L

language *17, 22* lengua, idioma
Latin *22* latino; el latín
least /list/ *150* el menor, el más pequeño
  at least *206* por lo menos, al menos
lecture /léktʃɚ/ *12* conferencia
less *135* menos
*let in /lèt ín/ *214* dejar entrar, admitir
lettuce *118* lechuga
liberty /líbɚti/ *57* libertad
list *105, 119* lista, relación
live *187* vivo, viviente (*programa de TV*)
load *102* carga
loaf *30, 117* hogaza (*de pan*)
local *169* vecinal, local
London /lándən/ *58* Londres
*look *54* parecer; mirar
  It looks interesting *54* Parece interesante.
*look for /lúk fɚ/ *124* buscar
*look up *166* buscar (*en el libro*)
*lose /luz/ *39* perder
lost *115* perdido, extraviado
lots of *81* mucho(s), gran cantidad de
loud /laʊd/ *94* en alta voz
loudly /láʊdli/ *94* ruidosamente
love *36* cariño, afecto
lovely *54* encantador, ameno
low *169* bajo, barato
luck *80* suerte
  a matter of luck *80* cuestión de suerte
luckily /lákəli/ *93* afortunadamente
lucky *35* afortunado
  I'm lucky. *35* Tengo suerte.

M

Madagascar /màdəgáskɚ/ *58* Madagascar
magazine *102* revista
magic *187* mágico
mail *82* correo, correspondencia
  by mail *82* por correo
*mail *101* enviar por correo, poner o echar al correo
mailbox *101* buzón
mailman *102* cartero
main *101* principal, central
  on the main floor *185* en el piso (la planta) principal
mainly /ménli/ *5* principalmente
Maracaibo /màrəkáɪbo/ *59* Maracaibo
matter *80* asunto, cuestión
  a matter of luck *80* cuestión de suerte
maybe *119* quizás
Mayflower *3* El Mayflower
*mean *21* significar, querer decir
meaning /mínɪŋ/ *244* significado
medical *207* médico (*adjetivo*)
medicine *137* medicina
  take medicine *205* tomar medicina
Mediterranean /médətərénɪən/ Mediterráneo
Mekong /mékɔ̀ŋ/ *150* Mekong
melting pot *21* crisol, fusión de razas
*mention *101* mencionar, referirse a
merchandise *137* mercancía(s)
message *167* recado, mensaje
Mexican *5, 21* mexicano (mejicano)
Mexico /méksɪko/ *7* México
Michigan /míʃɪgən/ *57* (*estado de E.U.A.*)
midnight *187* medianoche
mile *2* milla
millionaire *186* millonario
Minnesota *2* (*estado de E.U.A.*)
*miss *35* echar de menos
  miss a class *206* perder una clase
Mississippi /mìsəsípi/ *59* Misisipí
moment *166* momento
Mont Blanc /mònt bláŋk/ *59* Monte Blanco
more or less *3* más o menos
motion picture *187* película cinematográfica
mountain /máʊntŋ/ *55* montaña
Mount Everest /màʊnt évrɪst/ *59* Monte Everest
mouse /maʊs/ *30* ratón
mouth *205* boca

museum /myuzíəm/ *62* museo
myself *20* me; yo mismo
May I introduce myself? *20* Permítame presentarme.
myth /mɪθ/ *28* mito

N

nation *207* nación, país
nationality /næʃənǽləti/ *17* nacionalidad
natural *22* natural
naturally *35* naturalmente
necessity *169* necesidad
Near East *35* el Cercano Oriente
neighbor *21* vecino
Netherlands /néðə·lənz/ *57* los Países Bajos
news *31*, *36* (las) noticias
news from home *35* noticias (carta) de casa
newsreel *185* noticiero
New Year's Day /nú yìrz dè/ *97* el Día de Año Nuevo
next to /néks tu/ *180* al lado de, próximo
nicely /náɪsli/ *92* bien, delicadamente
Nile /nɑɪl/ *58* el Nilo
no /no/ *141* no, ninguno
no one *206* nadie
none /nən/ *141* ninguno
nose *205* nariz
novelty *169* novedad, curiosidad
number *40*, *166* número
the right number *166* el número correcto
the wrong number *166* el número equivocado

O

ocean /óʃən/ *58* océano
official *21* oficial
officially /əfíʃəli/ *93* oficialmente
O.K. *80* bueno, esta bien
Olson *1* (*apellido*)
***omit** /omít/ *42*, *172* omitir
open house *1* recepción informal
operator *169* operador (a), telefonista
operation *225* manejo, administración
opportunity *21* oportunidad
ordinary *186* ordinario, común
organization *207* organización
origin /ɔ́rəʤɪn/ *113* origen
Ottawa /ɑ́təwə/ *58* Ottawa
out /ɑʊt/ *91* fuera, afuera
out of /ɑ́ʊt əv/ *182* fuera de
outside *135* afuera
over there *3* allí, allá
all over the world *22* por todo el mundo
***owe** *101* adeudar, deber a
ox /ɑks/ *30* buey

P

Pacific /pəsífɪk/ *58* el Pacífico
package *100* paquete
pain *168* dolor
***park** *82* estacionar(se) vehículo
parking lot *137* plaza de estacionamiento
part *82* parte, sección
part-time *223* de media jornada, de unas horas (empleos)
party *1* fiesta
patience /péʃəns/ *56* paciencia
patient *206* paciente, enfermo
Paul *1* Pablo
pea *119* guisante, chícharo
perfume *137* perfume (s)
pharmacy /fárməsi/ *137* farmacia, botica
Philippines /fíləpìnz/ *58* las Filipinas
phone *166* teléfono, (aparato de)
***pick out** *118* escoger
***pick up** *101* recoger
pick up a person *168* recoger a uno, reunirse con él
pill *206* píldora
plain /plen/ *5* llano, llanura

plastic *118* plástico (*material*)
Plaza /plǽzə/ *137* (*Véase nota, 137*)
pocket *98* bolsillo
point *55*, *169*, *224* punto; lugar; cuestión
Polish /pólɪʃ/ *25* polaco, polonés
poor *32*, *225* pobre
Portuguese /pórtʃəgìz/ *17* portugués
postage *100* franqueo, porte de correo
postal *101* postal
postcard *102* tarjeta postal
postman *102* cartero
post office *80* oficinao casa de correos
pot /pɑt/ *141* marmita; jarra
potato /pətéto/ *30* patatas, papas
pound *118* libra
*prepare *225* preparar
prescription *205* receta
preview *185* previa representación
principal /prínsəpl̩/ *61* principal
private *102* particular, privado
probably *137* probablemente
product *52* producto, artículo
professor *35* profesor
*promise /prámɪs/ *126* prometer
proof /pruf/ *30* prueba
property *225* propiedad
*provide *225* proveer, ofrecer
Puerto Rico /pwèrtə ríko/ *59* Puerto Rico
*pull out *168* extraer, sacar
pulse *205* pulso, pulsación
feel one's pulse *205* tomarle a uno el pulso
purpose /pə́rpəs/ *114* propósito
*push *117* empujar
*put down *166* desconectar (el teléfon)
Pyrenees /pírənìz/ *59* los Pirineos

Q

quantity *137* cantidad
quart /kwɔrt/ *140* cuarto de galón
queen /kwɪn/ *57* reina
quickly /kwíkli/ *93* aprisa
quietly /kwáɪətli/ *92* tranquilamente
quite /kwɑɪt/ *94* completamente, bastante
quiz *224* prueba, examen breve

R

*raise *207* elevar, levantar
rarely /rérli/ *95* raramente
rate *109* tarifa
rather /rǽðə́r/ *94* más bien; algo
*realize *225* darse cuenta de
receipt *81* recibo
*receive *35* recibir
record *40*, *82* disco; registro
record player *36* tocadiscos, fonógrafo
*refer *21* referir(se), aludir
*refuse /rɪfyúz/ *126* rehusar
region/ríʤən/ *58* región
registered *100* certificado, recomendado
regular *100* ordinario, corriente
relative *102* pariente
religious *225* religioso
*remind *186* recordarse uno
report *187* reportaje, informe periodístico
*represent *21* representar
republic /rɪpə́blɪk/ *57* república
research *206* investigación
residence *166* residencia, la casa de . . .
responsibility *225* responsabilidad
result *225* resultado, consecuencia
as a result *225* como resultado
*return /rɪtə́rn/ *47* volver, regresar
rich *225* rico, adinerado
ride *52* paseo
take (a person) for a ride *52* llevar (a una persona) a un paseo; darle un paseo
*ride /rɑɪd/ *77* montar
right *1* correcto, cierto
That's right. *1* Es cierto., Correcto.
on the right *135* a la derecha
right now *167* ahora mismo, inmediatamente

the right number *166* el número correcto
right away *186* en seguida, ya
***ring** *184* sonar, tocar (un timbre)
Rio Grande /rìo grǽnd/ *59* Río Grande
river /rívɚ/ *58* río
Rocky /ráki/ *59* Rocosas (Montañas)
rodeo /ródɪò/ *30* rodeo
roll *117* panecillo
roof *30* techo
Rossi *1* (*apellido*)
Russian /rə́ʃən/ *59* ruso

S

sad /sæd/ *31* triste
Saigon /sáɪgòn/ *58* Saigón
Santo Domingo /sæ̀nto dəmíŋgo/ *57* Santo Domingo
satellite *187* satélite
***save** *82* ahorrar, economizar
savings *82* ahorros
savings account *82* cuenta de ahorro
science *207* ciencia
sea /si/ *58* mar
second *187* segundo, instante
self-control *119* dominio sobre sí mismo
***send** *102* enviar, mandar
sense *21* sentido
in a general sense *21* en (sentido) general
seriously /sírɪəsli/ *92* seriamente
service *137* servicio, despacho
Shhh /ʃʃʃ/ *224* ¡Silencio! ¡Calla!
shaving lotion *136* loción para después de afeitarse
sheep /ʃip/ *30* oveja; carnero
shelf *36* anaquel, estante
***shine** /ʃɑɪn/ *231* resplandecer
shop *137* tienda
***shop** *118* ir de compras, hacer las compras
shower *36* baño de ducha
side *137* lado, costado
side by side *137* lado a lado, una tras otra
sign *53* letrero, aviso
silly *185* tonto, bobo
similar /símələɚ/ *153* similar, semejante
simple /símpl̩/ *92* simple
simply /símpli/ *92* sencillamente
sir *115* señor
situation *186* situación
skill *225* conocimiento vocacional, habilidad o destreza
sky /skɑɪ/ *121* cielo
slow /slo/ *92* despacio, lento
slowly /slóli/ *92* lentamente
***smell** /smɛl/ *121* oler
Smith *1* (*apellido*)
so *21* tan; así es que
soap *118* jabón
softly /sɔ́ftli/ *94* suavemente
solo /sólo/ *30* solo
so many *2* tanto(s)
something *35* algo
sore (*throat*) /sɔr/ *205* dolor (de garganta)
***sound** /sɑʊnd/ *121* sonar
sour /sɑʊr/ *121* agrio
Soviet Union /sòviət yúnyən/ *59* la Unión Soviética
space *53* espacio, campo
Spain *2* España
Spaniard *2* español
specialist *206* especialista
specific /spəsífɪk/ *92* específico
specifically *21* específicamente
Square /skwɛr/ *137* Plaza
stamp *100* sello, estampilla
ten five-cent stamps *100* diez estampillas de cinco centavos
stamped *101* franqueado, timbrado
standard *207* norma
station *187* estación
stationery *136* papelería, efectos de escritorio
statue /stǽʧu/ *57* estatua
steak *119* biftec
still *186* todavía, aún
St. Lawrence /sènt lárəns/ *59* el San Lorenzo
stone *52* piedra

*stop *39*, *54* parar(se), detener(se)
Let's stop and see it. *54* Paremos a verla. (. . . verlo.)
story *3* historia, relato
straight *169* recto
stranger *115* desconocido, forastero
such *225* tal, tales
such . . . as *137* tal(es) . . . como
Sudan /sudǽn/ *57* el Sudán
Suez /sʊéz/ *58* Suez
sun /sən/ *231* sol
*support *225* mantener, subvencionar
*suppose *3* suponer
sure *3* seguro
That's for sure. *3* Indudablemente.; Sin duda.
surely /ʃʊrli/ *92* seguramente
surgery *207* cirugía
Swede *2* sueco
Sweden *2* Suecia
Swedish *2* sueco
sweet /swit/ *121* dulce
system *169* sistema

T

Tahiti *3* Tahití
Taiwan /tàɪwán/ *59* Formosa
*take *52* llevar
take a person for a ride *52* llevar a una persona a un paseo; darle un paseo
That doesn't take long. *100* Eso no demora mucho.
take a person home *186* acompañar a una persona a casa
take medicine *205* tomar medicina
take one's temperature *205* tomarle a uno la temperatura
task *225* tarea, empresa
*taste *118* saber a, tener gusto
telephone call *166* llamada telefónica
teller *80* pagador, cajero
Telstar *187* (*Véase nota, 187*)
term *222* término, expresión
Texas *2* (*estado de E.U.A.*)
Thai /taɪ/ *15* taí
Thailand /táɪlənd/ *7* Tailandia
thanks *81* gracias
Thanks for calling., *168* Gracias por llamar(me).
Thanksgiving Day /θæŋksgívɪŋ dè/ *97* Día de Acción de Gracias
then *52* entonces; pues
throat *205* garganta
thus *82* así
Titicaca /tìtikáka/ *59* Titicaca
Tokyo /tókɪò/ *58* Tokio
tomato *30*, *118* tomate
Tony /tóni/ *2* Toño, Ñico (*diminutivo de* Anthony (Antonio))
too /tu/ *94* demasiado
tooth *30*, *168* diente, muela
toothache *168* dolor de muela
toy *137* juguete
town /taʊn/ *137* ciudad, pueblo
the best in town *168* lo mejor del pueblo
toward /tɔrd/ *182* hacia
training *225* preparación, capacitación
trouble *204* mal, enfermedad, problema
truck *101* camión
true *3* cierto, verdadero
truly *22* verdadera, realmente
tub *36* bañadera, bañera
Turk /tɚk/ *17* turco
Turkey *17*, *21* Turquía
Turkish /tɚkɪʃ/ *15* turco
*turn *36* poner(se), volver(se)
*turn off *187* apagar, desconectar
*turn on *83*, *187* encender, prender, poner
type *137* tipo, clase

U

uh-huh *224* Si., ¡Ya!
under *137* bajo, debajo de
United Kingdom /yʊnàɪtɪd kíŋdəm/ *58* Reino Unido
unlike *137* a diferencia de, diferente de
until *80* hasta, hasta que

unusual /ənyúʒuəl/ *56* excepcional
up /əp/ *37* arriba, hacia arriba
upstairs *36* el piso de arriba; los altos
used to *186* solía (*auxilar para el imperfecto*)
useful *225* útil, práctico
usual *117* usual, acostumbrado
  as usual *117* como de costumbre

V

value /vǽlyu/ *105* valor
varied *225* variado
Venezuela /vènəzwélə/ *59* Venezuela
Victoria /vɪktɔ́rɪə/ *59* Victoria
Vietnam /vɪètnám/ *58* Viet Nam
virtue /və́ːʧu/ *56* virtud
voice *166* voz
Volga /vɔ́lgə/ *59* el Volga

W

waiting room *204* sala (de espera)
warmly /wɔ́rmli/ *92* calurosa, afectuosamente
***watch** *52* ver, mirar
  watch TV *52* ver (la) televisión
  watch something on TV *37* ver algo en la televisión
Watson *169* (*apellido*)
way *2, 115* distancia; dirección, camino
  a long way *2* muy distante, lejos
  by the way *136* a propósito; de paso, entre paréntesis
  in one way or another *207* de un modo u otro
  all the way *214* todo el camino
  It seems that way. *224* Así parece.
Weston *36* (*apellido*)
  This is Mr. Weston speaking. *166* Habla el señor Weston.
whenever *187* siempre que, en cualquier momento que
while *166, 224* mientras
whole *137* todo, entero
willing /wílɪŋ/: **be willing to** *126* gustoso: estar dispuesto
wine /wɑɪn/ *140* vino
wish /wɪʃ/ *28* deseo
***wish** *187* desear, querer
within *119* dentro (de)
  within a budget *119* (limitarse) a un presupuesto
***wonder** *3* maravillarse, preguntarse
  No wonder . . .! *22* ¡No es de extrañar . . .
wood *52* madera
world *21* mundo
  all over the world *22* en todo el mundo
  What a small world this is! *35* ¡Qué mundo más pequeño!
worse /wəːs/ *150* peor, más malo
worst /wəːst/ *150* pésimo, lo peor, malísimo
wrong *2* equivocado, errado
  You're wrong. *2* Se equivoca Ud., No acierta Ud.
  the wrong number *166* el número equivocado

Y

yet *204* ya, todavía

Z

Zdun /zədə́n/ *56* (*nombre proprio*)

SOME USEFUL TERMS

adjective adjetivo
adverb adverbio
adverb of degree adverbio de grado
adverb of manner adverbio de modo
adverbial adverbial
affirmative afirmativo
alphabet alfabeto
article artículo
auxiliary (verbo) auxiliar
clause cláusula

command mandato
comparative comparativo
comparison comparación
complement complemento
complete sentence oración completa
consonant consonante
continuous form forma progressiva
contraction contracción
count noun nombre contable
crossword puzzle crucigrama
definite article artículo definido
demonstrative demostrativo
descriptive adjective adjetivo descriptivo
determiner determinativo
dialogue diálogo
dictation dictado
diphthong diptongo
direct object complemento directo
drill /drıl/ practica
emphatic pronoun pronombre enfático
ending terminación
exclamation exclamación
frequency word palabra de frecuencia
full answer /fúl ǽnsɚ/ respuesta completa
future time /fyùʧɚ táım/ tiempo futuro
grammar gramática
imperative imperativo
indefinite pronoun pronombre indefinido
indirect object complemento indirecto
infinitive infinitivo
interrogative word palabra interrogativa
intonation entonación
irregular verb verbo irregular
linking verb verbo copulativo
main verb verbo principal
mass noun nombre no contable
modifier modificador
negative negativo
noun nombre, sustantivo
object complemento
paragraph párrafo
parentheses paréntesis
past participle participio
past tense pretérito
pattern /pǽtɚn/ modelo
pause pausa
person persona (*del verbo*)
personal pronoun pronombre personal
phrase frase (*preposicional*)
plural plural
position posición
possessive posesivo
preposition preposición
prepositional phrase frase preposicional
present continuous presente progressivo
present participle gerundio, la forma *ing* del verbo
present perfect presente perfecto
present tense tiempo presente
principal parts partes principales (*del verbo*)
progressive form (prəgrèsıv fɔ́rm/ forma progressiva
pronoun pronombre
pronunciation pronunciación
punctuation puntuación
reading lectura
reflexive pronoun pronombre reflexivo
regular verb verbo regular
review repaso; repasar
rhythm ritmo
short answer respuesta corta
simple form forma sencilla (*del verbo*)
simple past /sìmpl̩ pǽst/ preterito simple
simple present /sìmpl̩ prézn̩t/ presente simple
singular singular
sound sonido
statement declaración
stress énfasis, acento, acentuación
structure estructura
subject sujeto
superlative superlativo
symbol símbolo
tense tiempo (*del verbo*)
tone tono (bajo, mediano, alto)
vowel triangle triángulo de ìas vocales
word order orden de las palabras
word stress /wɚ́d strès/ acento tónico

INDICE DE MATERIAS

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